

**ПРОБЛЕМЫ ЛИНГВОДИДАКТИКИ И ОРГАНИЗАЦИИ
ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ**

Baibeketova A. B.

Karaganda Buketov University
Karaganda, Republic of Kazakhstan

**FORMATION OF MOTIVATION FOR LEARNING A FOREIGN
LANGUAGE AMONG STUDENTS OF NON-LINGUISTIC SPECIALTIES**

The current task of education is to train competitive professionals who are able to communicate freely in a common international space. Mastery of foreign languages is a very important quality of a highly qualified specialist. We live in the time of globalization and scientific and technological progress, therefore fluency in foreign languages allows for a wider use of the opening limitless possibilities in one's professional activity. Consequently, the importance of developing communicative competence increases. In other words, modern professionals should know and be able to use the tools of a foreign language in situations of speech interaction.

English is now an international language of communication: most transactions are made in this language. It is the official language of scientific conferences, articles and reports are written in it. English is prevalent in the transport sector, in the media. English is the language of communication on international airlines, it is the language of travel [Streltsova A. D., 2017].

One significant difficulty in learning is that for some students learning English is quite difficult. This can be explained by the lack of a good base from their school days, various difficulties in perceiving and memorising large amounts of material. Most importantly, many students do not understand why they need to learn a foreign language. Therefore, the teacher should help students by «creating such psychological and pedagogical conditions in the class, in which students will have an interest and desire to learn a foreign language» [Chernova N. A., 2014].

Another problem that can be identified here - is the problem of professional training of English language teachers for teaching English for special purposes. The difficulty of its solution lies in the fact that course teachers require both mastery of English language and methodology of its teaching and knowledge of the peculiarities of specialist activity in the professional sphere. Unfortunately, there are cases when training is not taught by a well-trained teacher.

There are several ways of solving the difficulties that arise:

- to use materials in the foreign language classes introducing basic concepts of the profession, as often the subject teachers do not pay enough attention to the basics of the profession;

- create situations in foreign language lessons in which students can use the theoretical knowledge they have acquired in the speciality to solve practical problems;

- use material already known to students, but presented from a different perspective;

- to use the help of a subject teacher both in preparation for and during lessons («team teaching») [Kucheryavaya T. L., 2012].

It is of course possible to enrol in additional courses, after which you can achieve a higher level. But this is not part of the core curriculum. Another disadvantage is that students with different levels of knowledge are taught in the same group, it is difficult, if not impossible, for the teacher to take into account the individual characteristics of all students under time constraints. In this case, all the material offered has to be studied quite quickly, and as a result, some students do not fully grasp one topic before they have to move on to the next one. This problem can be solved by setting up groups based on students' knowledge of the foreign language. In this way, students who want to develop and improve their knowledge and skills in the language they are learning will gain more knowledge. At the same time, students with a lower level of proficiency will receive information that is understandable to them, they will learn the subject better.

In addition, there is little practice of spoken English, which is the basis for the development of oral communication. By speaking in a foreign language, students apply what they have learned in practice. At the same time, in class, students answer simple questions from the teacher about the topic being studied. Even if they know the vocabulary and grammar, students are not able to communicate properly in the studied material, they are not able to independently apply the acquired knowledge in a new environment of communication. The student's motivation to learn plays a major role here.

Unfortunately, at the moment, foreign language teaching is mostly artificial and educational in nature due to the lack of «natural need» for students to communicate in a foreign language. The teacher is therefore faced with the task of creating an environment of foreign language communication in the language learning process which is as close to the natural environment as possible. The most important factor stimulating the process of foreign language communication is the motivation to learn a foreign language. For the optimal organization of the learning process it is important first of all to have a thorough knowledge of the motives of learning of the pupil and secondly to be able to identify them correctly and manage them reasonably. In this regard, it is necessary to refer to theoretical research on the problems of motivation, as well as to determine its connection with the content of foreign language learning; because «learning speech activity is aimed at achieving a certain positive or negative result by communicating in a particular situation of communication in the language studied» [Razdorskaya O. V., Imanov A. A., 2018].

At the moment there is no consensus or unambiguous solution to this problem, namely, what is motivation in general and learning activity motivation in particular. Finding a solution to the issue of learning motivation is possible in terms of psychological research in this area, which looks at the psychological foundations of motivation. Motive is what explains the nature of a given speech action, while communicative intention expresses what communicative goal the speaker is pursuing by planning this or that form of impact on the listener [Pushka Y. S., 2010].

Numerous experiments have shown that in the course of one school year the learners' attitudes towards different speech activities in a foreign language can change drastically in a negative or positive direction. This in turn depends on the style of the teacher (constant use of only a textbook, monotonous types of exercises weaken positive emotions and the learner turns into a passive observer), on the teaching materials, on the learning outcomes, etc. The higher the achievement in a foreign language, the deeper the positive attitude towards learning a foreign language is in the learner's subconscious. And vice versa, low achievement is strongly correlated with a negative cognitive, mnemonic, communicative attitude.

A positive attitude towards learning a foreign language improves the results of learning a speech activity. The following principles of foreign language teaching (general and specific) are reflected in the lessons and implemented in the course of speech games: the communicative orientation of teaching; the dominant role of exercise at all levels and in all areas of language acquisition; training on speech samples (models); combination of language training and practice; interaction of the main types of speech activity; oral anticipation in learning to read and write; approximation of foreign language learning activities (implies tolerance of errors that do not disrupt the communicative act) [Salamova D., 2012].

From a methodological point of view, a speech game is a learning task to solve a communicative, systemic-activation and linguistic task. The exchange of learning information in a foreign language simulates the way of activity of all participants of communication. Communication games are divided into the following groups according to the applied methodological technique: ranking - assign in order of importance, in groups, etc.; requesting missing information; selecting options; pairing; interviewing; role-playing; case study.

Being an effective learning method, speech games evoke a positive attitude on the part of the students. Particularly appealing is the opportunity to show initiative, to feel autonomy in mastering theoretical statements and acquiring practical skills. Equally important is that the emotional lift and excitement that reigns in the

classroom during games and the element of amusement make the process of learning a foreign language enjoyable and effortless, which is particularly valuable.

Increased motivation to learn and visible results have made role-plays popular among students. After students have studied a new topic and mastered the basic vocabulary and grammatical constructions, the teacher explains the rules, the approximate course and outcome of the game, outlines the range of issues raised and creates a list of participants with approximate descriptions of their roles. The modern practice of teaching a foreign language effectively uses a number of personality-centered technologies that provide self-determination and self-realization of the student as a linguistic personality in the process of mastering and using a foreign language. The technology of interactive learning (learning in interaction) is based on the use of various methodological strategies and techniques of modelling situations of real communication and organization of interaction of students in a group (in pairs, in small groups) in order to jointly solve communicative tasks. Of course, for experienced educators, forms of learning in interaction are not new, such as: dialogic, paired; political; group; playful.

These are traditional forms of learning. However, we would like to elaborate on the technology of cooperative learning and variants of the method of cooperative learning. Collaborative learning has been used in pedagogy for quite a long time [Panjinskaya N. I., 2012]. At the beginning, it is wise to entrust the teacher herself and then to active students; subsequently, the whole audience should have the opportunity to prove themselves and show their knowledge. The emergence of lively discussion and debate on the proposed topic is welcome. A new form of speech games is to solve a problem (dilemma) faced by many firms and multinational corporations. The students propose constructive methods and ways out of the dilemma, identifying themselves as employees of the company and acting on behalf of it. After brainstorming and collective selection of a solution to the problem, students are invited to listen to an audio CD containing the key to the solution.

Thus, this method of teaching helps to increase motivation to learn a foreign language, as the students' awareness that they are not only analyzing problems related to their future profession, but also discussing real events, allows them to believe in their own strength and gives an additional incentive to learn the language. In addition, a playful moment in the classroom helps to relieve tension, create a positive emotional climate, positive communication and an atmosphere of interaction. Students acquire the skills of working in a team and collaborative situation, discussion, i.e. they learn how to structure their own statement logically, listen to the interlocutor, react tactfully to his/her messages, argue their point of view, correctly present counterarguments, draw conclusions, and, importantly, demonstrate a creative approach to problem solving. Game-playing techniques help students to conduct successful case studies (case study method). Students are asked to reflect on a difficult situation presented in textbooks or suggested by the teacher. Most often it is a story of a real company, which allows to update a set of knowledge in a foreign language and in the specialty (management, marketing, etc.) necessary to solve the problem. The problem itself has no one-size-fits-all solutions. Speech games not only increase learning motivation and a positive attitude towards the foreign language as a means of intercultural communication, but also mature students.

A situation of success increases students' self-esteem and prepares them to interact with representatives of different countries and nations. Thus, the objective of the game is to achieve the set goals through «immersion» in an environment close to the real conditions of students' professional activity. The method of simulating concrete situations is a strong motivating factor, as it allows discussing problems related to the future profession.

This method ensures the following goals:

- Application of the knowledge and skills acquired by students in class (language skills correlate with theoretical knowledge of special disciplines);

- Development of personal and professional qualities (ability to communicate, listen to the interlocutor, argue and correctly express their point of view, master emotions during discussion, etc.);

- Formation of professional skills of future specialists able to make adequate decisions in different situations of professional activity.

Thus, systematic use of speech games contributes to the acquisition of deeper and stronger knowledge, development of creative thinking and abilities of students, formation of their motivational readiness to use the acquired competences, skills and abilities in real-life situations. As a result, students demonstrate excellent command of the active vocabulary of a particular section and grammatical constructions; the ability to formulate their own idea and respond to the interlocutor's statements; the ability to present information of a professional nature completely, logically and correctly. Often this happens subconsciously, as students focus primarily on what to say rather than on how to say it correctly in English. In this two-way process, the main functions performed by the teacher can be distinguished. The teacher performs organizing, teaching and controlling activities [Shirinyan M. V., 2012]. And students develop the ability to use language tools in real situations of speech interaction in accordance with the existing norms and rules of communicative personal behavior, as well as gain the skill of independent decision-making. Creative approach and autonomy of students' actions allow developing their activity, interest and increasing learning motivation.

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Baizhakanova A. K.

(Scientific advisor - Candidate of Pedagogical Sciences Akbayeva G.N.)

Karaganda Buketov University

Karaganda, Republic of Kazakhstan

THE IMPORTANCE OF DEVELOPING ACADEMIC WRITING SKILLS FOR STUDENTS IN FOREIGN LANGUAGE TEACHING

Academic writing is a traditional form of new topical competence in the context of the rapid development of information processes and is widely used in international exchange, academic relations, the world of education and the scientific community [Grinev S. V., 2008].

Academic writing today is the basic language competence of successful reading, which allows you to read, understand, structure and format your scientific texts in higher education.

To consider the genres of academic writing, we refer to the concept of "genre". Genre is a form of organization of speech material or another style of speech. From a