

THE ROLE OF MOTIVATION INTERNATIONAL STUDENTS LEARNING RUSSIAN

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Introduction. In the system of higher education, the success and effectiveness of the educational activity of foreign students depends on the development and strengthening of the role of this socio-psychological factor as a motive for learning. The most urgent problems of modern higher education include the construction of the learning process based on the formation of the motivational sphere of foreign students.

Many international students from culturally and linguistically diverse backgrounds undertake tertiary studies in Ukrainian universities. Academic success is dependent on Russian language proficiency, and students need to be motivated to improve their language ability over a prolonged period throughout the course of their degree. The study also reported the role of motivation in improving the Russian language proficiency of international students.

Aim. Among the main psychological factors that successfully influence the educational process, many modern authors emphasize the motivation for learning. The purpose of our study is to substantiate the psychological and pedagogical essence of the motivation factor that determines the success of training foreign students in a non-linguistic institution.

Materials and methods. Difference scientific works on topical issues of the current state of research in the psychology of educational activity have formed the methodological basis of our study in studying the educational motivation of foreign students in a non-linguistic university. In the developed model of development of educational and professional motivation of students the main attention is paid to positive and negative motivation. The motivation of learning should be based on creating conditions in which the result of learning is directly related to success in the labor market and is determined by properly organized activities, both from the teacher and from the students. At the same time, the level of motivation may be low, average or high. It should be noted that the most appropriate level of motivation for learning Russian is the average level of motivation.

Results and discussion. In our study, motivation is seen as a combination of internal and external driving forces that motivate the student to perform training activities aimed at achieving the intended goal and solving the results. Considering the definition of motivation, we will outline its main components with regard to the teaching of foreign students to the Russian language: adaptation to learning activity, the attraction to knowledge and self-improvement, cognitive abilities, self-control, emotional stability, the desire to achieve the goal and obtain the desired result.

Prerequisites for reducing the motivation of foreign students in the study of the Russian language can be the following factors:

- inability to learn and overcome the difficulties of cognitive activity;
- low level of general education;
- indifferent attitude to the discipline under study,
- the quality of education;
- attitude towards the teacher;
- the conditions of study and living;
- insufficient desire to develop personal and professional qualities;
- the level of intellectual abilities;
- the complexity of the study material;
- lack of self-study skills;
- individually personal characteristics of a foreign student.

Results indicate that while the importance of Russian language is acknowledged, international students frequently encounter barriers which impede their motivation to improve. It is recommended that universities provide adequate ongoing support to sustain students' motivation in order to improve student retention rates and to produce the desired graduate skills.

Conclusions. Learning the Russian language should be regarded as one of the ways that secure effectiveness of teaching the international students and organizing cognitive activity to shape the key competences and realize them through the complete set of functions aimed at formation of efficient personality, improvement of education process and provision for reaching the expected learning outcomes. Increasing foreign students' motivation for learning Russian will be of effect under the condition of providing for all the aspects of education process: in particular, defining all the goals of the process, choosing relevant learning materials, building the logical structure of curriculum, updating of teaching materials, applying relevant techniques of organizing the teaching process and training the teachers for meeting the professional requirements.

In conclusion, we note that the work on the development of educational and professional motivation should be conducted, beginning with the first courses, and be systematic, differentiated (taking into account different categories of students), practically directed. At the same time, it is necessary to develop cognitive motivation as an internal reserve of providing direction to the profession.

PRIVATE TEACHER AND ENGLISH CAMP IN LEARNING OF ENGLISH

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Introduction. English plays important role in the modern world. Most of young people want to learn English. People speaking English have a good prospect in finding the work by speciality or speaking English in case of necessity when they come across people from other countries who don't speak Ukrainian. English can be necessary means in any case.

Aim. To show comparison in learning of English between the private teacher and English camp.

Materials and methods. Comparative

Results and discussion. A lot of young people use a popular ways of learning English. It is a work with private teacher and it is a learning of English in English camps. These ways of learning of English are good, because they give the learner possibility of mastering English gradually – step by step. But one of them (to work with a private teacher) takes much time. This way of learning of English is effective, productive but it has one disadvantage (in most cases the learner and the private teacher don't see each other constantly). They meet once or twice a week. It depends on two reasons : The first one is the learner is a student at the University or schoolboy at school or he is adult and he works somewhere. The second is after school or University or after the work, people are tired, and if they are tired, it is difficult for them to visit the private teacher all days from Monday to Friday – the days of study or work. They can visit the private teacher only at weekend (Saturday or Sunday). These days are days off for these people. The camps of learning of English exist around the world, even in Ukraine. These camps are located at the seashores in every single country. In our country they just work during summertime. But they are most effective. The learner can stay there for one, two, three months. He can live there, can learn English there and these camps have one good possibility – (all teachers are from English speaking countries). They are native speakers. These camps have a good structure of teaching the learners, The educative process is divided into four hours and lessons happen twice a day. The first two hours of learning give the learner possibility of learning grammar. The other two hours, the teacher and the learners speak and listen to each other. In such environment, the mastering of English happens in a