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Development of students' motivation while forming the ICC (inter-cultural communication) experience in the process of learning a foreign language

Changes that take place in the social sphere have called for the formation of an active, competitive personality. In this regard, the task of learning foreign languages remains one of the important ones in specialists training field, and not only in linguistic, but also in non-linguistic higher education institutions. In modern conditions, the teacher of a foreign language faces the task of finding and studying new pedagogical aspects that can ensure the effectiveness of teaching. There is a need to develop and study the methodological foundations for ensuring the effectiveness of teaching, in identifying the structural components of the teacher's personality, which would contribute to raising his level of pedagogical skills.

As American scholar H. Brown notes, "motivation is the most commonly used universal concept that serves to explain success or failure to complete almost every complex task" [3, p. 160]. Such a statement is fully justified, as the results of numerous studies by the British specialist Z. Dorny (Zoltán Dörnyei) show that the appropriate level of motivation is a prerequisite for effective learning, whether we are talking about cycling, mastering math skills, or learning a foreign language [4, p. 117-135]. In the latter case the challenges faced by students are of an exceptional nature, since language is rather complicated creation, its mastering takes place throughout life and achievement of success even in a limited field requires enormous effort. Consequently, neither the natural language ability or intelligence nor the perfect teacher who applies modern programs, materials and methods will lead to effective understanding in different situations, if students themselves do not feel the need for this purpose [4, 125].

Among the integrated requirements for a specialist of the XXI century high communicative readiness, which implies knowledge of one of the most common

foreign languages in business world, is identified. According to many leading employers in Ukraine, foreign language skills now rank second among the requirements which are put forward to graduates of higher education institutions, giving way only to professional competence and leaving behind computer literacy. Modern social conditions such as joint projects with foreign partners, documentation of modern technical equipment in foreign languages are favorable preconditions for the formation of the need to learn foreign languages. Of course, at the same time, one should not diminish the role of a teacher, because the establishment of trustworthy relationships in the classroom largely depends on his/her ability to influence the students.

Current regulation plays not the last role in the effectiveness of studying process. Under this word phrase (current regulation) we understand the way the teacher organizes the process, the procedural characteristics of work on his subject. Procedural organization itself is the stimulation of students to master the subject. When it is clear that homework is not chaotic, but of a systemic nature, when a student notices that the teacher is individually tracking the work and progress of each member of the group, then it improves the microclimate in the group and the contact with the teacher. The correlation between the teacher's control and student autonomy should change depending on the student's transition from the course to the course. Consequently, an adequate choice of the current regulation can play a role in the effectiveness of any subject study. It is important that the style of this regulation corresponds to the level of the group readiness and its potential [2, 98].

A clever student, being aware of the reality of the use of a foreign language – study or work, and work not only abroad, will first of all start learning a foreign language not only in the classroom, but independently as well. He or she will master the language material and skills which will probably open up new opportunities for him or her to succeed in life [1, 56]. But the teacher must remember that it is not enough to just outline the practical purpose of using their (students') knowledge – you need to constantly support the students' desire to learn and improve it. To implement and promote this goal, the teacher should use the following tools: a)

organization of information and meetings with senior students and graduates, which is believed to be a standard of success in the professional field, and they can prove that not only professional knowledge, but also a foreign language proficiency allowed them to achieve their goals; b) creating an environment where knowledge of a foreign language is considered to be prestigious; c) activating independent work of students through their involvement in regional studies conferences and conferences in the specialty in order to understand that a good command of language provides an opportunity to be aware of the latest development in science, profession and life in general. At this stage, the personality of a teacher, his/her general and professional culture and pedagogical skills play a very important role. It is in this case that he/she is able to form the proper purpose and incentives of learning, to set the tone, to show the direction of the learning process, to determine the individual trajectory of educational activity for each student.

Teachers of the Department of Foreign Languages and Translation in S. Kuznets Kharkiv National University of Economics have been working fruitfully for a number of years in this direction, namely: preparing students to deliver a speech at the annual conference, which takes place on the basis of KhNEU. The conference is entitled "Development of the European Youth Space: Economic, Social and Legal Aspects", where students can discuss issues of economic development and foreign cooperation. The most important thing is that the discussion takes place in a foreign language, and this creates a certain environment for the implementation of professional communication of future specialists. Mostly, students choose themes of presentations that are close to their course or diploma projects, which allows us to talk about the achievement of the main goal of the teachers of this department – the formation of professional communication skills by means of a foreign language.

The feature of organizing the process of foreign language teaching is that it doesn't take place in native language, but in the language studied, the mastery of which involves the solution of two tasks: mastering the language system and mastering the means of practical use of it in various communicative situations. Their successful solution depends essentially on the teacher's professional and his/her

pedagogical skills. The content and approach to teaching a foreign language must meet the student's current interests and satisfy his needs, in other words, to reproduce the environment most closely related to real life. To achieve it a foreign language teacher should demonstrate more interest to students' specialities and faculties where he/she teaches. It is necessary to constantly maintain contact with the teachers of special departments to determine the issues of current importance in his/her students' profession. Textbooks, audio and visual teaching aids are of particular importance for the activation of students' independent cognitive activity. Departments of foreign languages are working to create methodological materials and terminology dictionaries in order to enhance the independent work of students and increase its efficiency. In order to bring teaching techniques to real professional situations, teachers offer students the so-called tasks "case studies", business game techniques and forms of training in the group that are parts of the problem technology. They allow to simulate the real social and economic situations that arise in the market, while business games greatly increase the interest of students, increase their attention, help to understand deeply the essence of market relations and processes. All these means create conditions for the development of motivation for the ICC formation. As it is known, economic activity requires a specialist who is permanently able to solve problem situations that arise in the process of implementation. And the ability of the future active subject of the market to learn to solve them will greatly influence his success.

For example, students who study at the Faculty of International Economic Relations in the specialty "Tourism", can be offered the following tasks to work in the group:

Talking to tour operators

Student A

You are the tour operator. Use the information in the box to answer your partner's questions.

Tour feature

Tour: Beaches of Kerala (Southern India).

Tour area +

Beach resort holiday.

type

Air fares

Not included. Client must organize.

Transfers

Transfers to and from airport on first and last day included. Private minibus used.

Meals

Breakfast & evening meal. Breakfast & lunch on day of departure.

Hotels

All hotels locally owned and managed. Maximum size 24 rooms. All hotels have private gardens and luxury-class services, etc.

Groups

(= 7+ people)

Not accepted. Maximum 4 people per booking. No minimum.

Discount for groups

None

Travel agent's commission

10%

Brochures

Available next month for next season

Student B

You are a travel agent. Ask the tour operator questions about package holidays to the beaches of Kerala in Southern India. Use the ideas in the 'Tour feature' column of the box below to guide you.

<i>Tour feature</i>	Tour: Mexico and its folklore guided tour.
<i>Tour area</i> <i>+type</i>	Culture and folklore circular tour from Mexico City.
<i>Airfares</i>	Tourist-class ticket included.
<i>Transfers</i>	Transfers to and from airport and all transfers during tour included. Coaches and local taxis used.
<i>Meals</i>	All meals included except on the two free days when only breakfast included.
<i>Hotels</i>	Only luxury-class international hotels used.
<i>Groups</i> <i>(12+ people)</i>	Accepted
<i>Discount for groups</i>	7.5% for group 12-20 pax. 9% for groups 20+ pax.
<i>Travel agent's commission</i>	9%
<i>Brochures</i>	Will send within 48 hours of receiving address.

The students are divided into two groups; the first one performs the role of tour agents and the second – tour operators. The task of this activity lies in realization of communication between the representatives of tourism industry. Information about various tours is given in role cards. It is necessary to outline that students willingly perform such tasks, because they understand that it is a real social and economic situation, the problem of which they have to resolve as future specialists in this field.

Thus, we can state that only conscious, directed by the teacher students' work, gives positive effects and the possibility of independence development, high self-organization, creative approach, subordination to future professional activities. It does not only uses creatively the existing motivational mechanisms, but it also appears as one of the most effective ones, which substantially broadens the student's motivational sphere and directs it onto mastering a foreign language.

References translated and transliterated

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