

Improving students' motivation in learning a foreign language for professional purposes through the introduction of integrated binary classes

Yu. I. SamoiloVA, T. M. Serhiienko

Sumy Branch of Kharkiv National University of Internal Affairs; National Army Academy named after hetman Petro Sahaidachnyi
Corresponding author. E-mail: samoylova_yulya@ukr.net

Paper received 18.04.20; Accepted for publication 29.05.20.

<https://doi.org/10.31174/SEND-PP2020-228VIII92-11>

Abstract. Foreign language proficiency is one of the prerequisites for successful professional communication of future specialists. It is the conduct of binary classes, with the involvement of the teachers of the graduate departments in the process of learning a foreign language for professional purposes, that helps to form the students' internal motivation and provides the transition from professional-oriented learning to the professional and promotes the rapid adaptation of young professionals to the requirements of the professional activity in foreign language environment.

Keywords: *motivation, foreign language for professional purposes, integrated learning, binary classes, foreign language communication competence.*

Introduction. Contemporary socio-economic and cultural trends of the Ukrainian social development, accession of Ukraine to the European educational system state new problems and challenges for future professionals. In particular, a foreign language proficiency is one of the prerequisites for successful professional communication of future specialists. Knowledge of a foreign language enhances the competitiveness and mobility of future professionals, giving them the opportunity to feel confident in the job market, which constantly places new requirements for the specialists.

With the development of international relations of Ukraine there is a need for a new approach to foreign language training of future specialists, a qualitatively new approach to the methodology of teaching a foreign language for students of non-linguistic specialties. However, the paradox of the current situation around foreign language learning is that despite the fact that a great deal of attention is paid to the study of a foreign language, the effectiveness of its learning process is rather low.

According to psychologists, the development and sustained support of learning activities, the provision of a favorable emotional climate in the classroom is one of the main challenges of the modern learning process [6, p. 385]. A special difficulty in studying foreign languages is the lack of motivation. Foreign language learning will only be successful if students see and understand the importance of it and are interested in the language learning process itself, which should be related to their future professional activities. The motivation for mastering a foreign language can be considered as one of the most important factors that stimulate the process of foreign language communication.

An important task for a language teacher of higher education institution is not merely to teach students how to speak a foreign language, but also to make them motivated to master foreign communication skills, to make them understand that foreign language communication competence is a prerequisite for their successful professional growth. This goal cannot be achieved without the transformation of the educational process and introduction of new, interesting, innovative and integrative teaching methods and forms, one of which, in our view, is integrated binary classes.

Analysis of recent research and publications. T. Avanesova, S. Nikolaenko, L. Morska, A. Samsonova, O. Tarnopolskyi and others studied the issue of improving the quality of foreign language training of future specialists of different professional orientation in higher education institutions. The researchers O. Bandura, I. Zverev, P. Kulahin, V. Maksimova and others suppose that cross-curricular linkages need to be strengthened as an educational aspect of improving knowledge, skills and learning. Formation of motivation for learning a foreign language, especially by students of non-linguistic specialties, is considered an important task of the learning process by R. Gardner, J. Harmer, W. Lambert, E. Pasovyi, P. Gurevich etc. Forms of intrinsic motivation during the study of foreign languages and ways of its enhancement in the study of students were investigated by O. Diordiashchenko, V. Revenko, V. Gulevaty, L. Vailupova [1].

However, the issue of increasing motivation through the implementation of cross-curricular ideas in the process of learning a foreign language for professional purposes and specialized subjects in nonlinguistic faculties through integrated binary classes remains unresolved.

The aim of the article. The purpose of this article is to analyze the effectiveness of integrated binary classes in a foreign language for professional purposes and specialized subjects to increase students' and cadets' motivation in mastering a foreign language communicative competence.

In order to achieve this goal, the main tasks are defined: first, to justify the place of motivation in learning a foreign language; second, to determine the essential characteristic of the integrated binary class in foreign language for professional purposes and specialized subject; thirdly, to reveal the peculiarities of the preparation of such class in higher educational institution.

Methods. For the realization of the article's aim we used the following methods: general scientific (analysis, synthesis, abstraction, generalization and comparison), which made it possible to find out the peculiarities of the development of theoretical approaches that underlie the studied phenomenon; structural-logical and system-structural analysis, which became the basis for studying the peculiarities of teaching Foreign Language for Profes-

sional Purposes through the introduction of integrated binary classes and the role of motivation in it.

The results and their discussion. In current context, the relevance of learning a foreign language is beyond doubt because the political changes, globalization processes, the expansion of international cooperation and international contacts are contributing to the increasing importance of verbal communication, including inter-ethnic ones, which requires more and deeper foreign language knowledge of students and cadets [4].

In our opinion, foreign language is an important structural component of professional competence, which is a "qualitative characteristic of a specialist and covers a set of scientific and theoretical knowledge, practical skills of professional communication, experience of professional interaction, sustainable motivation for professional communication" [2, p. 127-129]. The modern psychological researches consider the foreign language professional communication as "knowledge of a language, a high level of practical knowledge of both verbal and non-verbal means, as well as experience of speaking a language at a variational-adaptive level depending on the specific linguistic situation" [9].

Foreign language training of future specialists should be professionally oriented. An important task of teaching a foreign language for specific purposes is the formation of specialized competence of professional and situational communication, mastering the latest professional information through the foreign sources. The effectiveness of the formation of foreign language communication skills is caused by a number of psychological and pedagogical factors, which are precisely the circumstances that affect the success of communication skills of future professionals. Success factors are based on the structure of educational activity, which allows identifying them with its structural components, to create conditions for the development of internal motivation for communication, to improve the educational process by involving students in the process of discussing specific situations in their professional activity.

The transfer of knowledge from the teacher to the student cannot be effective without the activity of the student himself, therefore motivation of learning is a necessary component in the process of successful mastering a foreign language. The source of motivation in the most general sense is the interest created on the basis of the contradiction between what a person has, what he owns, what he has achieved and what he does not have, what he does not possess, and what he has not achieved [14, p. 28]. Motivation managing while learning a foreign language is one of the major problems of teaching methodology. A deep knowledge of the students' motivation and the ability to correctly identify them and manage them wisely are important for the optimal organization of the educational process.

Analysis of the available native and foreign sources showed that there is no consensus or unambiguous concept of what motivation generally means and particularly in educational activity.

There are many approaches to define the concept of "motivation" and how to study it. Motivation is seen as a comprehensive system of processes responsible for prompting and activity [11]. The mental process that

transforms external influences into internal prompting is also considered as motivation [6]. Famous researcher I.A. Zymnia believes that motivation is: 1) a set of promptings that cause and determine activity; 2) the process of formation, motive formation, process characteristic that stimulates and maintains behavioral activity at a certain level [13].

In foreign theory and practice of teaching the theory of "purposeful motivation" (R.Gardner) is especially popular, the components of which are core motivations - feelings, desires, efforts; orientation on learning and attitude to learning situation. R.Gardner defines two language learning orientations:

- instrumental orientation that is related to the learner's desire to learn a language in order to achieve a specific goal, such as passing an exam or career;

- integrative orientation, which is related to the desire to learn the language through a highly positive personal attitude to the language, the people who speak it, culture, etc. [3].

So, today there is no consensus on the essence of the phenomenon of motivation.

As a particular type of motivation researchers define the educational motivation. By K. Markova, T. Matis, A. Orlov the motive of educational activity is considered as the student's orientation on certain sides of educational work, connected with the internal attitude to it [8, p.64]. B. Werner considers the organization of the educational process as the main task of learning motivation, which contributes maximally to the disclosure of the inner motivational potential of a student [12].

Factors that influence studying motivation include the educational system, educational institution, organization of the educational process, the specifics of the subject, as well as the subjective features of the teacher [8].

Educational activity is motivated by a variety of motives, some of which are leading ones for a student and the others are secondary ones. Leading motives are inner motives related to the personal value of educational activity for a student, while secondary, external ones are caused by external factors.

There are different classifications of educational motivation. Among them, one of the most widespread is the classification by types of motives proposed by A. Markova. The researcher highlights the cognitive and social motives of learning. Among social motives, she distinguishes *broad ones* (debt, responsibility, understanding of the social importance of learning, which are reflected in the individual desire to establish himself in society through education and to affirm his social status); *narrow social (positional) motives* which are pursued to the particular position in the relationships with surroundings, get their approval; *motives for social cooperation* - orientation to different ways of interaction with others, affirmation of their role and position in the classroom. In cognitive motivation, the researcher distinguishes the following levels: broad cognitive motives (orientation to mastering new knowledge and facts); educational and cognitive motives (focus on learning ways to acquire knowledge independently); motives of self-education (desire to gain additional knowledge for the purpose of self-improvement) [8].

Since inner motivation is the most important for a person, and directly determines the success of the learning activity, the main task of the foreign language teacher is to provide conditions for the transition of students from external motivation to internal during learning a foreign language, as well as to create a developing educational environment in which each student can realize the abilities and needs in learning a foreign language. As the main way to increase students' motivation and effectiveness of foreign language classes, experts consider using modern technologies and active teaching methods in the foreign language educational process at all stages of preparation and conducting of classes.

In this case, we consider integrated binary classes to be one of the modern technologies of foreign language learning, which helps to increase students' motivation to learn a foreign language for specific purposes.

In recent years, integration processes in professional training become increasingly important as they are aimed at the realization of new educational ideals - the formation of an entire system of knowledge and skills, the development of their creative abilities and potentials.

Binary classes are examined as a kind of integrated ones. The idea of integrated training is always relevant, because it contributes to the formation of an entire system of students' and cadets' knowledge and skills, the development of their creative abilities and potential opportunities.

In the context of our research, we share the view of A. Melnik, who considers the concept of "integrated binary class", which will help us to understand the active cognitive attitude of a person to master professional knowledge and skills and ensure the tasks efficiency in future professional activity. Considering this concept, it is necessary to find out the essence of such basic concepts as "integrated" and "binary" classes.

The issue of integrated classes intensively began being studied in the late 1980s - early 1990s. Methodological substantiation of integration problems in education, integrative processes in professional training, integration of theoretical and industrial aspects of training were researched by native researchers such as N. Bozhko, S. Honcharenko, O. Danyliuk, I. Kozlovska, M. Lazarev, A. Yavorskyi and others. The procedure of binary classes is being studied by S. Basyk, O. Klevtsova, M. Kovalchuk, O. Krasnyk and others.

Today integrated classes are actively implemented into the educational process. Integrated foreign language class is considered as being an effective way to enhance students' language competence, enhances the quality of knowledge, allows the involvement of each student in an active cognitive process, and helps to clearly understand where and how this knowledge can be applied.

Many researchers distinguish integrated and binary classes in their works [10]. They define that an integrated class (from the Latin. Integratio - replenishment) - is a type of a class in which around one topic the information of different subjects is combined. In this case all attention is focused on the cross-curricular linkages, using of which promotes a deeper perception and comprehension of the learned material, and the development of student erudition.

We are more interested in binary classes (from Latin binarius - double). It is a kind of integrated class that organically combines the study of two subjects, for example, foreign language and military tactics, foreign language and computer science, etc. [7]. Binary classes is a non-standard form of training for the implementation of cross-curricular linkages. Its characteristic feature is that such classes are conducted by two teachers.

According to A. Khutorskyi classification, binary classes belong to the classes of communicative type. These are "specially organized researches that combine knowledge in various subjects, aimed at solving a particular problem that has arisen at the junction point of academic disciplines, which allows students to achieve an entire perception of the issues, and have a practical focus" [5].

Conducting a binary class assumes a number of difficulties, namely: the topics in the programs of educational subjects that would be integrated are not always formulated in the same way; the classes that could be integrated according to the requirements of the program often are spreaded out over a period of time, which requires adjustments to the curriculum.

A foreign language for professional purposes by its content and essence is the integration of speech skills and language knowledge within a thematic and situational context in accordance with the academic and professional spheres. Such interdisciplinary integration has a strong practical focus; it facilitates the acquisition of professional and functional communication skills by students in a foreign language.

In accordance with the scientific provisions on the development of integration and coordination of students' knowledge and skills, and the interconnection of subjects we organize the binary classes in our practice which we consider as a kind of integrated classes that acquire special harmonization and logic in the study of two subjects or a related topic in collaboration between two teachers.

As integrated binary class on foreign language for professional purposes and specialized subject, we understand such a coordinated form of organization of student's educational and cognitive activity under the guidance of two teachers, which is a continuation of extra-curricular work and is aimed not only at improving the language communications skills but the professional student's activity too. As the examples we can consider "English language for Professional Purposes" and "Civil Law" courses for law students, or "English language for Professional Purposes" and "Tactics of Combat Conduct" courses for cadets of the "Combat use of mechanized and armour troops" speciality.

The second objective of our research is to analyze the main stages of preparation of integrated binary classes, since they are not typical in structure and require a great deal of time to prepare them.

Our experience shows that the first stage should be the analysis of academic course programs, training and methodological complexes in the subjects. Using the list of cross-curricular connections teachers of the Foreign Languages. Department and the profile discipline department identify the problem in a coordinated way, identify the object of study and the scheme of thematic integration - common goals and topics that are basic for the study of

later more complex subjects in the profession, substantiate the expediency of use the knowledge that would be acquired at the binary class for students' further professional activity.

The second stage involves the teachers' joint work for careful selection of the class content, and the development of the plan-scenario. Each teacher works on his problems and tasks, develops a further plan of action, and makes educational and methodical materials for organizing students' individual work and conducting classes.

The third stage is time of creative collaboration between teachers and students. It is necessary to coordinate methodical development and functions of each teacher, to carry out correction and control review of the produced materials for classes, to adjust homework assignment for students. It should be emphasized that teachers should use problem-based learning methods, think about the combination of individual and group forms of work, and be sure to take into account the individual and psychological characteristics of students.

Students are also grouped into creative teams and perform a number of communicative tasks (simulation of real professional situations, role-playing games, brainstorming, critical reading, project development, problem-seeking tasks, information deficit exercises, critical analysis of specific situations, conversations etc). They find, analyze, systematize and summarize information, facts and arguments, draw the necessary analogies, make hypotheses, make their own judgments, individual search for the necessary materials and use them creatively in various non-standard situations, and, in addition, become familiar with the requirements to the tasks performance and criteria for their evaluation.

During preparation time (at least a month), the teachers advise the students, direct their activity, review and correct their selected materials, make recommendations for further work.

Thus, the practical implementation of integrated binary classes is ensured by appropriate organizational conditions: 1) the cooperation of foreign language teachers and profile departments colleagues, coherence of curricula and programs with educational documentation; 2) the preparation of the educational and methodological materials, the establishment of joint methodological work of teachers through interaction of classes, planning of the implementation of cross-curricular relations and their systematic implementation; 3) the creation of such language base that would become the basis for the improvement of communication skills, which provide communication and are necessary for the organization and effective implementation of all typical tasks in the future professional activity of students of non-linguistic specialties.

We have analyzed our experience in organizing and conducting binary foreign language professional training courses at Sumy Branch of Kharkiv National University of Internal Affairs and Hetman Petro Sahaidachny National Army Academy. Practice has shown that integrated binary classes in English language for Professional Purposes help students and cadets not only to develop foreign language communication skills and open cross-curricular linkages, but also accelerate the learning process. Such

kind of classes help to increase the level of motivation, initiative and interest in learning, develop self-sufficiency and ability for self-governance. In such form of organization of educational process, students are developing the ability to work in teams, a sense of tolerance, demanding attitude towards themselves and their team members, the ability to independently select the necessary material, etc.

In addition, we conducted the questionnaire of 1-3 year students and 2-3 years cadets whether they had motivation for learning foreign language and what they would like to improve in their foreign language learning. The results of our questionnaire showed that 59.4% have a strong desire to learn foreign languages, 34.4% have a medium and only 6.2% of students and cadets have weak desire. According to the students and cadets feedback about changes in the process of mastering foreign languages, they indicated the following factors: "more often organize meetings with native speakers / classes with representatives of the future profession" (38.25%); "to improve the methods of presenting material in foreign language classes" (29.30%); "use of authentic foreign literature in language classes" (15.25%) "selection of textbooks" (17.2%).

Conclusions. It is well known that high motivation is the key to success in any activity. It is particularly relevant to the study of a foreign language in a non-linguistic university; motivation can be the driving force in the process of mastering a foreign language and one of the main factors for the intensification of educational activity. Integrated binary classes are a motivating form of organization of the educational process, because it offers students not only professional development, but also additional career opportunities: for the civilian professions - in closely associated with foreign partners enterprises, and for the military ones - participation in international peacekeeping and security operations and exchange training opportunities at foreign military educational institutions. However, such educational activities require careful preparation and organization of interaction between the educational units of the university.

The subject "English language for Professional Purposes" is the basis for ensuring integrated cross-curricular linkages with language training and professional formation of communicative competence in the context of future professional activity. It is the conduct of binary classes, with the involvement of the teachers of the graduate departments in the process of learning a foreign language for professional purposes, that helps to form the students' internal motivation and provides the transition from professional-oriented learning to the professional and promotes the rapid adaptation of young professionals to the requirements of the professional activity in foreign language environment.

In our further researches of the impact of integrated binary classes on enhancing students' motivation to master a foreign language for specific purposes it is necessary to study the correlation of students' success in foreign language and specialized disciplines, as well as the dynamics of level of this success with the beginning of learning a foreign language for specific purposes with the implementation of integrated binary classes.

REFERENCES

1. Bondarenko, N.B. (2009). Motyvy opanuvannya uchniamy inozemnoi movy yak zasobu samovyrazhennia osobystosti [Motives of Learning Foreign Language by the Students as a Means of Self-expression of a Personality] (Extended abstract of Candidate's thesis). Kyiv. [in Ukrainian].
2. Chykhantsova, O.A. (2015). Znachennia inshomovnoho profesiinoho spilkuvannia dlia studentiv nemovnykh VNZ [The Importance of Foreign Language Communication for the Students of Non-linguistic HEE]. Aktualni problemy navchannia ta vykhovannia liudei z osoblyvymy potrebamy, (12 (14)), [in Ukrainian].
3. Gardner R.C. Attitudes and Motivation in Second Language Learning / R.C.Gardner, W.E.Lambert. Rowley: Newbury House, 2012. 451 p.
4. Gotlib, R. A. (2009). Socialnaya vstrebovannost znaniya inostrannogo yazyka [Social Need for Foreign Language Knowledge]. Sociologicheskie issledovaniya - Sociological Researches, 2, pp. 122-127. [in Russian].
5. Hutorskoj, A.V. (2004). Praktikum po didaktike i sovremennym metodikam obucheniya: uchebnoe posobie [Practical Guide on Didactics and Modern Methods of Teaching: Schoolbook]. SPb.: Piter. [in Russian].
6. Ilin, E.P. (2000). Motivaciya i motivy [Motivation and Motives]. SPb.: «Izdatelstvo Piter». [in Russian].
7. Kovalchuk, M., Postovalova, T. (2009). Binarnyi urok: odna iz form interaktyvnykh tekhnolohii navchannia [Binary Class: One of the Forms of Interactive Learning Technologies]. Osvita. Tekhnikumy. Koledzhi - Education. Technical Schools. Colleges, 2, pp. 19-24. [In Ukrainian].
8. Markova, A.K., Orlov, A.B., Fridman, L.M. (1983). Motivaciya ucheniya i ee vospitanie u shkolnikov [Motivation to Learning and Its Education of the Pupils]. Moskva: Pedagogika. [in Russian].
9. Onufriieva, I.L., Onufriieva, L.A. (2010). Psykholohichniy aspekt navchannia inshomovnoho movlennia doroslykh [Aspect of Teaching Adults Foreign Language Communication]. Problemy suchasnoi psykholohii - Problems of Modern Psychology, 7, pp. 496-507. [in Ukrainian].
10. Sobko, Ya. (2005). Forma intehratyvnoho navchannia yak vzaємodiia vykladacha ta uchniv u vyschykh profesiinykh uchylschakh [Integrated Form of Learning as an Interaction of Teacher and Students in Higher Professional Schools]. Visnyk Lvivskoho universytetu: Seriiia pedahohichna - Bulletin of Lviv University: Pedagogical Series, 19 (part 2), pp. 111-117. [in Ukrainian].
11. Vilyunas, V.K. (1983). Teoriya deyatelnosti i problema motivacii [The Theory of Activity and Problem of Motivation]. Moskva: Izdatelstvo MGU. [in Russian].
12. Werner, B. A theory of motivation for some classroom experiences // Journal of Educational Psychology. 1999. 240 p.
13. Zimnyaya, I. A. (2000). Pedagogicheskaya psihologiya. Uchebnik dlya vuzov [Pedagogical Psychology. A Textbook for Higher Educational Institutions]. Moskva: Izdatelskaya korporaciya «Logos» [in Russian].
14. Zinkovskiy, Yu., Adamenko, Yu. (2017). Motyvatsiia do navchannia u profesiinii shkoli [Motivation to Learning in Professional School]. Vyscha shkola - High School, 12, pp. 25-37. [in Ukrainian].