

PRACTICAL SUGGESTIONS FOR DEVELOPING STUDENT MOTIVATION: PECULIARITIES OF TEACHING/LEARNING PROCESSES

The article deals with the problems of teaching/learning process, in particular those, which are most relevant to the context of developing language skills at the advanced level of foreign language proficiency. The given article investigates pedagogical technologies, didactic process determining the students, majoring in Medicine, as a subject of pedagogical activity. Practical suggestions for developing motivation are given. The paper analyzes the general principles that make teaching/learning process more ‘relaxing’ and less ‘sacrificing’ to both a teacher and a student. It also suggests some recommendations, which seem most suitable for advanced language learners in the light of the above theoretical considerations.

Key words: students, majoring in Medicine, language skills, peculiarities of teaching and learning processes, motivation

У статті розглядаються проблеми процесу викладання/навчання, зокрема ті, які є найбільш актуальними для контексту розвитку мовленнєвих навичок на поглибленим рівні володіння іноземною мовою. У даній статті досліджуються педагогічні технології, дидактичний процес, що визначає студентів медичної спеціальності як суб'єкта педагогічної діяльності. Подано практичні поради щодо розвитку мотивації. У статті аналізуються загальні принципи, які роблять процес викладання/навчання більш «розслаблюючим» і менш «жертовним» як для викладача, так і для студента. Також пропонуються деякі рекомендації для тих, хто вивчає мову, у світлі наведених вище теоретичних міркувань.

Ключові слова: студенти спеціальності «Медицина», мовленнєві навички, особливості навчально-методичного процесу, мотивація.

No task is likely to be successfully accomplished if students, majoring in Medicine are not interested in what they are learning. The best lessons, student books, and teaching materials in the world will not get students excited about learning and willing to work hard if they are not motivated [1]. Even the most educated teachers sometimes lack the skills to keep students on track, and to encourage them to live up to their true potential. The true remedy is to devise a number of varied and appropriate exercises in order to make the habit-forming work itself interesting.

Retrospective analysis [1; 2; 3; 5] gives us an opportunity to state that motivational processes are personal/internal influences that lead to outcomes such as choice, effort, persistence, achievement, and environmental regulation. In any learning situation, we distinguish between two kinds of motivation: extrinsic which need is imposed from outside and intrinsic (the learner is deeply interested in the language and culture for its own sake). Motivation, both intrinsic and extrinsic, is a key factor in the success of students at all stages of their learning activity, and teachers can play a crucial role in providing and encouraging motivation in their students.

The given paper focuses on peculiarities of teaching/learning processes among students, majoring in Medicine and underlines the necessity of developing student motivation; gives practical suggestions for applying to educational process.

We suggest a list of simple ideas to improve motivation of those who learns and inspire them to reach their full potential and natural drive:

- 1) Encourage the students to talk about their attitude to language learning and any difficulties they have. Attitude is one of the factors that influence the language acquisition as students have different needs, preferences, beliefs, learning styles and previous educational

backgrounds. Discuss the problems openly and suggest strategies that may help. A number of questionnaires may be useful to assess students' strengths and weaknesses and monitor their progress towards learning process [4; 5].

2) Differentiate between difficulties and bewilderment in learning/teaching process. Difficulty is one thing while bewilderment is another. The students have to be challenged with difficulties, but they should never be faced with hopeless puzzles. Proper understanding, rational explanations and appropriate grading/marking will eliminate bewilderment and will tend to make the learning/teaching process more fruitful.

3) Set meaningful, purposeful and fulfilling goals. One of the benefits of setting goals across teaching/learning process is to set some criteria to monitor the progress. A sense of progress feeds your students' motivation, whereas a sense of being embroiled down is frustrating and demotivating. An understanding of progress as your students achieve their goals assists with building self-respect that is the foundation of a purposeful learning.

4) Avoid monotonous activities by changing around the structure of the assignments. Teaching through role plays and simulation games instead of lecturing encourages students to participate in debates and enriches their vocabulary. Brainstorming (students in pairs or small groups come up with as many ideas as they can through discussion) is the best activity, which leads students to plan for a forthcoming task. When students are planning we can encourage them to think not just about the content of what they want to say but also about what the purpose of their presentation is, and who the audience is they are speaking to. Role playing is another way to stay focused on the practical. Giving students real-life situations they are likely to encounter in the outside world will give them a chance to practice for the future in a safe environment.

Thus, the following conclusions can be made. Increasing the effectiveness of teaching/learning is an important factor of raising the professional competence of future specialists in Medicine. While motivating students can be a difficult task, the rewards are more than worth it. Encouraged students are more willing to learn and participate. Implementation of some specific techniques mentioned above can get students excited about the learning process itself.

REFERENCES

1. Методика навчання англійської мови студентів-психологів: [монографія] / О. Б. Тарнопольський, С. П. Кожушко, Ю. В. Дегтярьова, М. Р. Кабанова ; [за заг. та наук. ред. О. Б. Тарнопольського]. — Дніпропетровськ : Дніпропетр. ун-т імені Альфреда Нобеля, 2011. — 264 с.
2. Програма з англійської мови для професійного спілкування / Г. Є. Бакаєва [та ін.]. — К. : Ленвіт, 2005. — 119 с.
3. Common European Framework of Reference For Languages: Learning, Teaching, Assessment. Cambridge : Cambridge University Press, 2001. — 260 p.
4. Dudley-Evans T. Developments in English for Specific Purposes: A Multy-Disciplinary Approach / T. Dudley-Evans, M. J. St. John. — Cambridge : Cambridge University Press, 1998. — 301 p.
5. Schunk, D. H., & DiBenedetto, M. K. (2020a). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60. Article no. 101832.