

UNIVERSITY STUDENTS’ SELF-GUIDED TASKS: MOTIVATIONAL ASPECTS

Tatiana Karaieva (*Melitopol, Ukraine*)

The problem of activating the motivation mechanisms in human activities is still vital nowadays. Uppermost it concerns the sphere of education where the results of learning impact may become apparent in the extended period and depend on the benefits being hypothetically gained hereinafter. The training technologies being currently used at the Universities need substantial activating students’ self-guided tasks being even more urgent for non-linguistic universities where the share of practical language classes is by far less than at linguistic universities while the requirements to the graduates are the same.

Under these learning conditions the question of how to overcome this discrepancy arises. That testifies the need to focus on motivational aspects in students’ self-guided tasks when making up the curricula. All educators realize that at availability of positive intrinsic motivation the efficiency of learning process dramatically increases as the intrinsic mechanism of activity, notably: needs→ interests→ values→ motives→ goals – is being actuated [1, p.184]. To stimulate motivation to learn scholars recommend first to find out what topics students want to learn as well as activities they really enjoy doing. Then to build these into curriculum as much as possible [2, p.13].

In most cases the list of such activities include teachers’ experienced-based motivational strategies being most frequently used: role plays; projects working out; relating history to current events or students’ lives; provoking questions; simulations; continuous simulations; inviting guest-speakers; demonstrating video pieces; cooperative learning; small-scale hands-on experiences; brainstorming; case-studies; discussions; target language presentations [2, 3].

When teaching Business English along with using general methodological principles it should be as well taken into consideration a specific to BE principle,

notably, the principle of providing a motivational sufficiency [4, p.65]. This principle presupposes that in the course of learning it is necessary to create such level of learners' motivational sufficiency that it would enable learners to reach their goal of learning.

Taking into account the above mentioned induced the author to work out special guidance for students specializing in Economics when teaching them BE at Tavria State Agro-Technological University to fulfill their self-guided tasks on creating their own virtual enterprise. It means that in case the students choose this very self-guided task from the list of proposed learning activities they start to work out the projects of their own enterprise following certain sequence on the basis of learning materials being studied and searched. The final "product" of these students' learning is giving presentation in the target language on the chosen problem. This guidance uses the elements of business project technology aimed to facilitate the students effective mastering of learning materials enabling them to make decisions in choosing the economic activity as well as products and services using the international classifiers as well as making up documents and texts themselves (on the basis of authentic materials), search information in the Internet to form and develop their informative competence [4, p.] by means of elaborating authentic sources.

In conclusion it is worth mentioning that evident results of changes being introduced in the learning process need not only motivated students but motivated teaching staff, otherwise it becomes practically impossible to develop motivated learners.

References

1. Осипов А.И. Пространство и время как категории мировоззрения и регуляторы практической деятельности / А.И. Осипов; науч.ред. Д.И.Широканов. – Мн: Наука и техника, 1989. – 220 с.
2. Brophy J. Motivating students to learn./ J. Brophy. – The McFraw-Hill Companies: Michigan state University, 1998. – 277 p.
3. Tarnopolsky O. Constructivist Blended Learning Approach to Teaching English for Specific Purposes/ - London: Versita, 2012. – 254 p.

4. Тарнопольский О.Б. Методика обучения английскому языку для делового общения: учебное пособие/ О.Б. Тарнопольский, С.П. Кожушко. – К.: Ленвит, 2004, - 192 с.