

Motivating Academic Students for Foreign Language Learning by Means of Pedagogical Techniques

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Abstract: We discuss academic motivation formation for foreign language learning, focusing on pedagogical techniques. Research is reviewed dealing with two issues: (1) emotional-intellectual stimulation of cognitive activity techniques and (2) reflexive-pictographic understanding of learned material techniques. The usage of the following techniques should provide internal interest to deeper learning, authentic and productive knowledge. As a result, students acquire new approaches to knowledge acquirement. These techniques serve as the source of motivation for foreign language learning, so they facilitate students' self-sufficiency growth in educational process, students' conative development, thinking and imagination development, that induce to a special independent solution of a cognitive task, develop creative sides of a person, making feel necessity of knowledge requirement.

Key words: Motivation • Cognitive Activity • Emotional-Intellectual Stimulation Techniques • Reflexive-Pictographic Techniques • Knowledge Acquirement.

INTRODUCTION

There are plenty of scientific papers devoted to motivation. Among Russian scientists in the field of Psychology we can mention L.I. Bozhovich, V.I. Kovalev, A.N. Leontiev, V.S. Merlin, S.L. Rubenstein, D.N. Uzdinadze, P.M. Yakobson and in the field of Pedagogics V.S. Ilyin, A.K. Markova, G.I. Schukina and many others who laid the foundation of academic motivation.

In psychology, motivation is defined as the process that initiates, guides and maintains goal-oriented behavior.

According to pedagogical encyclopedia, motive is an incentive reason of actions and behavior of a person, which can also be a reason of different goal settings [1].

Education orientation to students' motivation for foreign language learning requires flexible use of pedagogical techniques and tools that conduce to thinking activity rise, emotional-conative strength, constant creative search, constant cognitive process, goal renewal of students.

It should also be taken into account that internal motivation for foreign language learning can be expressed

in different ways: it may be the search for truth or just knowledge interest, so the main emphasis of the emotional-intellectual stimulation of students' cognitive activity techniques is on the thinking progress, conjecture development, intuition and those skills that are able to transform to academic cognitive motives.

Emotional-Intellectual Stimulation of Cognitive Activity Techniques:

The usage of emotional-intellectual stimulation of cognitive activity techniques should provide internal interest to deeper learning, authentic and productive knowledge. As a result, students acquire something new in content knowledge and new approaches to knowledge acquirement. The emotional-intellectual stimulation of cognitive activity techniques are supposed to be the source of motivation to foreign language learning, so they facilitate students' self-sufficiency growth in educational process, students' conative development, thinking and imagination development, that induce to a special independent solution of a cognitive task, develop creative sides of a person, making feel necessity of knowledge requirement.

When choosing emotional-intellectual stimulation of cognitive activity techniques, it's important to take into account purpose and objectives of personal enhancement, oriented to preparing a person for cognitive, thinking, emotional and intellectual activity, as well as self-knowledge. Emotional environment concerns emotional education, outlook development and personality formation. Cognitive environment involves thinking process. Self-knowledge is of great importance, as it is determined by the goals of skills formation and development and needs in the sphere of self-improvement.

We should take into consideration, that students are the part of educational process in the course of motivation formation. The students need to be enlightened on equal terms with the teachers on the subject of variety of different emotional-intellectual stimulation of cognitive activity techniques and practicability of these techniques in organizational forms at the stage of lesson planning. Effective process of motivation for foreign language learning considerably depends on competent selection of emotional-intellectual stimulation techniques and their usage.

Together with L. Kachalova, who paid much attention to emotional-intellectual stimulation of cognitive activity, we emphasize the following techniques: gnostic-heuristic, word combinatorial, integrant, upbeat outlook development techniques [2].

Gnostic-heuristic techniques comprise the elements of coding and decoding of academic information and heuristic elements. Gnostic-heuristic techniques are connected to independent search, in the course of which on basis of intellectual models task solution requires known formal deduction and subject knowledge, as well as supposition, conjecture and own experience (e.g. intellectual cards implementation during the lesson, texts problem solution, reproduction exercises, discovery, search and memorizing).

Word combinatorial techniques involve word combinations forming, that develop creative thinking, imagination, stimulated by nontraditional expression of learned informative material (different cryptograms, anagrams, spidergrams).

Integrant techniques are used with the aim of the material consolidation, reproduction and control of learned material. These techniques facilitate the situation of success, described by A. Belkin [3], involving every student in creative activity in view of students' potentialities (panel discussion, debates, court session, brainstorming, etc.).

Empathy techniques (individual analogy) are used when students are to take a role of a specialist of their future profession. Student identifies oneself with another person, expressing one's opinion from different point of view.

Upbeat outlook development techniques are based on interest attraction to cognitive processes. Emotional activation is a development of the amusement situation by means of interesting examples, experience, some counterintuitive facts, intriguing analogies (e.g. extraordinary lesson beginning, anecdote, song, some interesting epigraphs or phrases, warm up exercises (work with proverbs, tongue-twisters, phraseological units; jokes, riddles, puzzles, etc).

Reflexive-Pictographic Understanding of Learned Material Techniques: The concept *reflexive-pictographic pedagogical tasks*, firstly introduced by N. Ya. Saigushev [4], stands for the tasks focused on eye-mindedness (visual-imaginative) rethinking of the oretical knowledge, resulting in students' understanding of the necessity of professional actions performance provided that professional actions include eye-mindedness reflexion of the purpose, the subject and the way of activity.

We believe that the reflexive-pictographic understanding techniques can be used in our research as follows: students immerse in a given situation, familiarize with it, realize the available contradictions and set a goal to exit from it and to solve the arising contradictions.

Reflexive-pictographic techniques are used in our research on the basis of criteria which are presented in pedagogical literature as a functional orientation, a degree of an educational task's problematic and content character.

We point out the following techniques of reflexive-pictographic understanding: reflexive-heuristic (tasks directed on a creative problem solution), constructive-pictographic (schematic coding of information in the problem project), reflexive-communicative (a multidirectional oral activity), illustrative-imaginative (substitution tasks).

Besides, the efficiency of motivation formation to foreign language learning among students of non-philological higher education institutions along with its forms depends on a choice of implementation methods of this process. We decided in favour of the following techniques which are realized at each stage of motivation formation for foreign language learning:

- The first group-methods of stimulation and motivation of a foreign language material acquirement: suggestion of the personal, public and professional importance of assimilation of this knowledge, making of the situations creating a problem of informative search, creation of debatable situations, etc.

This group of methods is actual in the target block of motivation formation process for a foreign language learning by students of not philological higher education institutions. Vigorous cognitive activity is emphasized by means of discussions and debates.

- The second group-methods of the organization and implementation of cognitive activity-the analysis, synthesis, comparison, demonstration of a positive sample, synectics (application of various heuristic methods). This group of methods is actual in content and procedural blocks of motivation formation process.
- The third group - methods of self-control, control, reflexive positioning, a self-esteem. These methods are actual in the third productive-estimated block of motivation formation process.

CONCLUSION

Therefore, the process of academic motivation formation for foreign language learning involves the following techniques in our research: emotional-intellectual stimulation of cognitive activity techniques and reflexive-pictographic understanding of learned material techniques. The main aim of these techniques is to raise students' interest to foreign languages, to educational process, to stimulate students' progress, to raise students' desire to learn, to promote students' search in knowledge acquirement.

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