

Psychological and Pedagogical Factors of Activating the Masters Students Cognitive Interests to the Study of Foreign Languages

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Abstract: Motivation is a major factor in activity, including cognitive one. Pedagogical and psychological factors stimulate cognitive interest, cognitive and educational activity. Activating the cognitive interests of students to study foreign languages becomes successful due to the correspondence of the content of educational material organization, ways and methods of teaching, the provision of personal meaning educational material, the establishment of subject-subject relations in the educational process, the use of psychological and pedagogical methods of stimulation by the teacher of students' cognitive interest and cognitive activity. The future professionals (students) successful training of foreign language, professionally oriented communication is impossible without defining a single concept that is the training clear strategy and tactics.

Formation of foreign-language professional-oriented competence is possible through that modeling in the educational process typical situations of real professional communication that arise in different spheres of life and relate to different topics.

The communicative activity of students during the training of professionally oriented communication in a foreign language is a system consisting of organizational and motivational, informational and procedural and criterion-effective components that derive from the social nature of human activity and create the best conditions for the improvement of the entire system of student communicative activities in relation to formation of foreign professional competence.

Keywords: *cognitive interest; motivation; cognitive interest activation; personal meaning of educational activity; block organization of training.*

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1. Introduction

In defining the topic of our study, we were guided by the fact that a modern specialist is a person who not only received sufficient special training, is computer literate, but is spiritually and morally rich, has a high level of linguistic communication culture both in native language and in a foreign language. We believe that a foreign language, like any subject, contains enormous reserves for the professional development of the student's personality. Students learn foreign language as one of the means of communication complicated by many problems. At the same time, the intensification of international relations determines the need for foreign language communication.

Europe is a crossroads of peoples and cultures, the interaction of which generates new approaches that determine the global dynamics of the last millennium. This dialogue is carried out mainly through a language, the possession of which determines the degree of human involvement in the universal. That is why the characteristic feature and European education requirement were the thorough mastery of several foreign languages and thorough knowledge of the native, national language.

The interest problem was disturbing humanity for a long time. Situations where some interests prevail over others arose and arise throughout the history of philosophy, hence the importance of issues related to the knowledge of the very essence of interests, their role in the lives of individuals and society as a whole.

2. Review of literature

Interests are not the human actions background, but an activity organic component. The analysis of pedagogical and psychological literature shows Greek philosopher Democritus identified the phenomenon of interest. Interestingly, he subordinated the interest of the person to the public interest: *State interests must be put on everything* (Korsunskaya, 2000).

Modern psychology considers an interest not in itself, but as one of the means of interaction of the subject with the objective world. There is no interest in what the subject does not reveal objective value. That is, everything that makes up an object of interest, a person derives from objective reality (in the object and subject properties). But interest is a human creation. The person reflects the world in the consciousness and with the help of interest in this process begins the personal start. So the interest is subjective. "The interest experience is experiencing the existence meaning, its place in the world. Since it is connected with the whole world, it also "rules it", because this relation is not contemplative, but active, aimed at rebuilding the world for the sake of the person himself/herself. With

all individuality of interest manifestation, it is the most significant and determining feature. Converting the world, the interested person simultaneously develops – (Gershunskyi, 1996). O.K. Dusavytskyi outlines the place of interest in the world.

3. Design and methods

The aim of this paper was to study psychological and pedagogical factors of activating the master students' cognitive interests to the study of foreign languages.

3.1. Methodology

Modern psychology considers an interest not in itself, but as one of the means of interaction of the subject with the objective world. There is no interest in what the subject does not reveal objective value. That is, everything that makes up an object of interest, a person derives from objective reality (in the object and subject properties). But interest is a human creation. The person reflects the world in the consciousness and with the help of interest in this process begins the personal start. So the interest is subjective. "The interest experience is experiencing the existence meaning, its place in the world. Since it is connected with the whole world, it also "rules it", because this relation is not contemplative, but active, aimed at rebuilding the world for the sake of the person himself/herself. With all individuality of interest manifestation, it is the most significant and determining feature. *Converting the world, the interested person simultaneously develops – (Gershunskyi, 1996). O.K. Dusavytskyi outlines the place of interest in the world.*

There are expressed two sides in the interdependence structure of interest: objective (subject, activity) and subjective (personality). Thus, S.L. Rubinstein noted that in an expanding contact with the environment, a person faced with all new objects and properties of reality. When, due to one or another circumstance, anything becomes of some significance for a person, it can cause an interest i.e. a specific focus on his/her personality: *If I am interested in any subject, then this subject is interesting to me* (Ostapenko, 1989). The interest from a psychological point of view is characterized by mobility, variability, a variety of development shades and degrees.

Each element of the learning activation system operates under certain conditions, adopted on the criterion of optimality. Let us analyze it on an example of teaching methods. At the first, at the initial stage of studying a subject without reproductive activity, students cannot form basic knowledge, study laws, laws, concepts, categories. These conclusions are

deduced by A.I. Dyomin, investigating the regularities of the conceptual-logical thinking phased work of the person. Therefore, the teacher must first apply the reproductive methods of teaching i.e. informational lecture, independent work, performance exercises, etc. After mastering students with educational material, their activity is translated into a productive plane: problem lectures, role plays, classes on production situations analysis, laboratory work with elements of scientific research, independent work of search character, heuristic conversation, etc. (Dyomin, 1978).

First orientations for future professional activity. Enrollment in higher education institutions usually does not adequately reflect the subject of future professional activity. N.F.Talyzina believes that when organizing training, it is necessary to plan the activity for which knowledge is required in advance: ... *when constructing the content of training, it is necessary to envisage all the basic activities necessary for working with data with knowledge, for solving the tasks provided for the purpose of learning* (Talyzina, 1980).

Educational and professional activities of students should take place both in reproductive and productive forms, which is consistent with the model of activity development. For example, simulation modeling is firmly attributed by researchers to productive ("active") learning. However, the modeling of productive relations of a non-problematic nature characterizes the reproductive educational activity of the student and (which is logically) preceded by a productive, search engine.

A brief review of research on higher education pedagogy provides us with a basis for considering the problem of teaching students of the university professionally oriented communication in a foreign language in the general-edict context and, undoubtedly, contributing to solve the pedagogy tasks of the educational process.

The pedagogical basis for the of the professional orientation formation of the future specialist personality during the study of a foreign language at an institution of higher education is the active the use of the rational thinking techniques in the educational process.

There is an opinion that professional foreign language communication is a combination of functional speech acts (stimulating, responding, controlling, etc.), aimed at solving communicative tasks.

First of all, this provision concerns the issue of the content of teaching a foreign language in higher education institutions.

The principle of dialogue communication. A student is able to feel the subject of the educational process only in an equal, partner and friendly communication with the teacher. The necessity of such interaction is

indicated by practically all scientists who substantiate person-oriented learning technologies.

Thus, interest, as a very important and complex entity, includes many definitions, concepts, and interpretations in psychological and pedagogical literature. It is studied as: selective focus of human attention; manifestation of its mental and emotional activity is a special blend of emotional, volitional and intellectual processes that increase the activity of consciousness and human activity; one of the varieties of the individual attitude to the world; emotional and cognitive relation; specific attitude of the person to the object, caused by the awareness of its vital importance and emotional admiration.

Regarding the strategy of pedagogical activity of the higher education teacher, in line with the humanistic paradigm of the national education, we can record the desirability of existence of three plans: the direct interaction subject: the teacher of life" (education) and "teacher of wisdom" (actually the teacher, the professor)", concerning the strategy of the student says" about the semantic filling of knowledge and other educational achievements, ensuring a stable internal motivation of learning, stimulating creativity (Ball, 1994).

Thus, the main task of the education content in modern conditions is its translation ... *into the inner world of personality. To do this, it is necessary to organize a psychologically grounded activity of two equivalents in relation to subjects: a teacher - a student, striving to actualize the formation of students' inner-personal motivation in satisfying their essential (existing and shaped) needs. It is about educational technology - the internal organization of content, that is, about the logic and content structure in the context of the participants' relationship in the educational, in particular pedagogical action (Zyazyun, 2000).*

The cooperation pedagogy is becoming popular in modern European education, which the main goal of education is to provide the person with a powerful life motivation, to form its potential as a system of creative abilities and preconditions for their realization, to educate them confidently in their rights and conscious responsibilities, to give it autonomy as a pledge of its self-actualization (Lavrychenko, 2000).

According to some authors, the essence of the pedagogical process is in fact the cooperation between the teacher and the child. Such teachers are characterized by a benevolent attitude towards the subjects of the study, their desire to adequately assess their opportunities, to understand the behavior motives, to stimulate creativity, personal growth and dignity, as well as the ability to maintain a socially favorable moral and psychological climate in the study group.

Personality-oriented learning. It is based on the student subjectivity primacy, recognition of the right to self-actualization in cognition through mastering the methods of educational and cognitive activity.

The training should be based on the primacy of the student subjectivity as a subject of study, the recognition of the right to self-actualization in educational and cognitive activity through mastering its methods, which means adapting education to it, and not vice versa, as is the case in traditional teaching. This requires a radical change in the purpose and value orientations of the learning process, updating of the content component and its humanization, the restructuring of technology and its humanization and democratization, changes in the methodology of the teacher's work and increase in the technology, to correct the nature of the educational and cognitive activity of the student as a subject of the educational process.

The purpose of such training is the harmonious formation and comprehensive development of the student's personality in the educational process, the full disclosure of creative powers, the unique personality, becoming a subject of professional vital activity, rather than mastering them only with a certain set of general scientific and professional knowledge, skills and abilities. To do this, the teacher should help the student to find himself, support and develop a personality in an individual, lay in mechanisms of adaptation, self-development, self-reflection, self-realization, self-improvement in the educational and cognitive activities that will contribute to the formation of the student's creative personality.

Taking into account the psychological aspect of the teaching university students problem to professionally oriented communication in a foreign language is important to us, since the use of any pedagogical influences is impossible without studying the psychological characteristics of students, knowledge of the of their mental development laws.

The second direction is characterized by the study of issues related to the motivation of teaching in general, since the object of our study is the process of teaching students of a foreign language.

We believe that getting acquainted with the psychological mechanisms of motivation is very relevant for our research, because it helps to analyze the changes that occur with the motivation of the students to professionally oriented communication in a foreign language. Formation of foreign-language professional-oriented competence is possible provided that modeling in the educational process typical situations of real professional

communication that arise in different spheres of life and relate to different topics.

The communicative activity of students during the training of professionally oriented communication in a foreign language is a system consisting of organizational and motivational, informational and procedural and criterion-effective components that derive from the social nature of human activity and create the best conditions for the improvement of the entire system of student communicative activities in relation to formation of foreign professional competence:

- organizational and motivational component is a system of values i.e. a person, communication, knowledge, motives, orientation, assessment of experience, passion;

- information and procedural component is a system of knowledge, skills and skills of mastering a foreign language for the acquisition of professional knowledge, technologies of communication activities, professionally significant communicative qualities;

- a criterion-effective component is a step-by-step control of the formation level of foreign language professionally oriented communicative competence of students, analysis, correction, definition of practical results.

The organizational and motivational component of preparing students for the formation of foreign language professionally oriented communicative qualities is realized under the following conditions:

- focus of scientific literature on a specialty taught in foreign language, on communication as one of the main values of cognition;

- organization of students' activity for discussion on the professional activity problem;

- incentive to actively engage students face to face with instructors in foreign language classes;

- organization of research work on the problems of teaching professionally oriented communication in a foreign language within the university.

The information procedural component is aimed at the formation of such knowledge as:

- roles and cities of communicative qualities in the structure of specialist professional activity;

- the main components of foreign language professionally oriented communicative activities;

- regularities of the foreign language professional communication skills formation of a specialist in profile;

- algorithms of behavior during foreign language professional communication;
- means, forms, methods of information transmission while conducting a professionally oriented conversation in foreign language.

The criterion effective component is aimed at determining the practical results of an experimental study:

- evaluates the probability of the practical research results according to the determined criteria of training foreign language vocational communication;
- carries out the function of controlling the students' educational activity based on certain criteria of foreign language, professionally oriented communication.

So, we can make a conclusion that foreign language, professionally oriented communication is carried out in real professional communication, where the professional needs and motives of those who speak are on the first place.

All this fundamentally changes the functions of the modern didactic process. Its main functions are educative, developmental and self-improvement, and not educational as in traditional education. In this sense, education is truly humanized, because it will comprehensively promote the preservation and development of human ecology, to help its intellectual, spiritual and physical wealth, non-violent socialization in the conditions of universities educational and cognitive activity.

This automatically requires significant correction of the education content and ways and methods for its implementation. The substantive component of the educational process should include, on the one hand, all that is required by the student for the formation and development of his/her own personality, and, on the other, for the formation of a particular specialist. For this purpose, the content of higher education should include the axiological, cognitive, activity creative and personal components, where the latter component is system-forming, rather than cognitive, as there is the case in traditional teaching.

During the design and implementation of the educational process, the identification of the subjective experience of each student, their socialization in the conditions of higher educational establishments should take place, because: *within the limits of the personal approach, points of the human life and its interaction with the social environment and professional events are essentially changing. The activity itself becomes a means of human development, and if it does not provide for this development, it does not satisfy human needs, it must strive to change it* (Semychenko, 2000). This can only be achieved by introducing into the

educational process a new pedagogical technology, which should be based on understanding, active dialogue, self-management, mutual understanding, which involves subject-subject relations between teachers and students. For example, understanding primarily involves communication, cooperation, positions equality, empathy.

Thus, the substantiated use of the basic ideas and recommendations of personality-oriented learning, taking into account the peculiarities and content of the current stage of formation of the national system of education and functioning of universities, the nature of future professional activities of students will contribute to the cultivation of a spiritually rich, nationally conscious personality of a Ukrainian citizen, a full-fledged professional and social subject activities.

In our opinion, the main prerequisite for updating the creative educational and cognitive activity of students in the process of studying educational disciplines is the presence of meaningful motivation of this activity as a subject of study.

The main motives for students of undergraduate students are the motives for obtaining intellectual pleasure, gaining deep and stable knowledge, the desire to become a highly skilled specialist, and ensuring the success of future professional activities, activate cognitive interest and encourage successful continuation of studies at subsequent courses. This gives an opportunity to make a qualitative interpretation of the fact that the main motivation for students is internal, including intellectual pleasure.

Analysis of the results suggests that most students have an orientation towards social activity, the development of their personality in the subject - subject interaction (interesting work, public recognition, knowledge). An important prerequisite for personal growth is the use of methods of activating the creative educational and cognitive activity of students during the study of a foreign language, in particular, English.

The study leads to the conclusion that:

1) the student's personality is formed, developed and self-improvement in educational and cognitive activity as a leading activity and communication in the system of teacher-student;

2) the leading features of the student's personality are manifested as a system of psychophysiological, psychological and socio-psychological qualities that manifests itself in educational and cognitive activities;

3) the totality of these qualities as a system (mental properties) is characterized by activity, generalization, stability;

4) the psychological properties of the student's personality are manifested in the systems of "student-teacher", "student-student",

"students-students" as subjects of activity. Moreover, the higher the level of the student's personality, the more clearly and clearly expressed the social typology of its qualities, which are determined through socially typical relations;

5) the leading features of the student's personality manifest themselves in self-awareness, including professional, degree of self-knowledge, self-esteem, self-improvement, self-actualization and self-realization in the process of educational and cognitive activity as a subject of knowledge and activities;

6) creative educational and cognitive activity ensures the unity of personal and professional growth of the student's personality.

4. The results of the research – statistic data and their interpretation

The conducted researches have made it possible to reveal the most important factors of the manifestation of the student's personality subjectivity in both educational activity and orientation to future professional activity. These factors include: searching for an individual approach to another person; objectivity and ability to perceive a person as it is; the ability to perceive a person as a developing system; stability in unfavorable situations; vulnerability; patience; expressiveness; ability to social activities; the ability not to claim the freedom of the person you are helping; rejection of threatening and authoritarian influences.

Taking into account the results of the masters' survey, conducted to determine the effectiveness of existing forms in stimulating their cognitive activity, the opinion of the teaching staff in relation to the discussed problem, we found insufficient cognitive interest and activity and made appropriate adjustments to improve this form of the educational process organization. They were conducted in two directions: by updating the content and means of its transmission in order to form the cognitive activity of students and purposeful methodological improvement on the basis of algorithm of their preparation process.

First, all students were warned that lectures will not duplicate the textbook material, but only in some cases will reveal and justify the most complex issues. Consequently, all classes were problematic or conceptual, which according to many teachers and students positively influenced their motivational and cognitive sphere. Typically, classes of non-traditional forms were used.

Second, organizationally, each class was constructed in such a way as to maximally include students as subjects of learning into active creative learning activities.

The ways of improving the lecture form of the educational process organization are described, taking into account the recommendations of the Research Laboratory of Problems of Higher Education of Yuriy Fedkovych Chernivtsi National University, as contributing to the formation of students' cognitive activity.

The entire semester course of study on the subject, divided into blocks, provided systematic, step-by-step comprehensive rating knowledge control, skills and abilities of each student in all types of work included in the block, through which the orientation level of their cognitive activity was determined.

Thus during the semester, the student received certain points for various types of educational work, depending on the complexity of control materials and accumulated an average of 15-16 grades. Each unit provided for such types of control and practical classes with the complexity level of their respective rating.

It is important to conclude students that such conditions of conducting studies contribute to systematic teaching (98% of respondents), increases the duration of knowledge (80%) and the quality of learning (86%), and, most importantly, stimulates independence in the study of new material (96 %), the desire for more complete mastery of them (77%), develops the initiative in the advanced knowledge (76%), creativity (77%). Consequently, the experimental methodology not only increases the efficiency of studying a foreign language, but also creates conditions for satisfying the student's individual needs in education, causing interest in the subject (77%).

The results of the work show the stimulating effect of the block organization of studying the subject on improving the quality of learning, enhancing creative training, activating cognitive interest and cognitive activity, and the overall satisfaction of students using the methodology, significantly increases the effectiveness of the educational process in higher education.

5. Conclusions

Thus, the research showed that the vast majority of respondents have adequate professional orientation, formed the communicative core of the individual, the mediocre clarity of the I-concept and the increased desire for professional self-actualization.

Increasing the effectiveness of personally oriented learning in higher pedagogical school is solved in the context of the problem of professional readiness formation, in particular its important component i.e. the readiness of students to foreign language communication.

However, it is also discovered that there is understatement of self-esteem, inadequate level of knowledge about oneself, ambivalence regarding opportunities and methods of providing psychological assistance, low level of intellectual, scientific activity. All this allows us to develop some tips for improving the professional training of future specialists, in particular at the Yuriy Fedkovych Chernivtsi National University, in the course of foreign language teaching:

1. In the selection of graduate students, a professionally directed interview should be conducted to determine the motivation for choosing a profession, the opportunities and interests of the future student.

2. To strengthen the work of problem research groups, to stimulate students who are engaged in scientific research.

3. In the process of teaching a foreign language pay attention to the formation of students' I-concept, adequate self-esteem, pride in the profession and affiliation with it.

4. Thus, the activities of students through the introduction of trainings that would contribute to the development of psychological capabilities of students, the creation of problematic scientific groups of students engaged in scientific activities, and the formation of students' I-concept and adequate self-esteem.

Analysis of the literature on the problem of teaching students the professionally oriented communication in a foreign language has shown its complexity and versatility, as it combines a large fund of scientific knowledge in various fields: training practices, pedagogy, psychology, linguistics.

Comparative analysis of the concepts related to the professional orientation of teaching foreign languages at higher educational institutions allowed us to formulate the definition of such a concept as foreign language vocationally directed communicative competence. This is a special type of competence, which is defined as the willingness and ability to master the subject, scientific knowledge in professional communication. The process of professional foreign communication is carried out through the implementation of a set of functional speech actions (stimulating, responding, controlling, etc.), aimed at solving professional problems.

Successful training of future professionals (students) of foreign language is impossible without defining a single concept i.e. a clear strategy

and tactics of learning: the purpose, content, principles, ways, methods and means of learning.

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