

CROSS-CURRICULUM INTEGRATION IN THE DEVELOPMENT OF MOTIVATION OF STUDENTS IN THE PROCESS OF LEARNING FOREIGN LANGUAGES

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Abstract. A growing number of people of different ages seek to study foreign language (in particular English, as a mean of international dialogue). Despite all the importance of English language only a small part of the students can independently support their motivation for studying it. Basically, the main ideas that teacher is recommended to observe while making a plan of curriculum are to interest, attract, wonder, challenge, therefore to motivate. For the effectiveness of a foreign language teaching, a teacher needs to master the innovations that have emerged and be ready to learn new methods, techniques and technologies, and also develop programs that meet the needs and demands of students. A complex of various methods were used in the work: analysis of pedagogical, methodological and psychological literature on the problem researched; monographic method of studying the whole experience of teaching a foreign language at a university; method of observation, conversation; research of educational activities of students, pedagogical experiment (diagnostic, forming, control stages); testing; questioning; methods of mathematical processing of research results. Under the research experimental work was carried to prove the effectiveness of cross-curriculum integration in the development of motivation of students in the process of learning foreign languages.

Keywords: the English language, motivation for learning, cross-curriculum integration, class activity, behaviors, undergraduate students.

1 Introduction

The relevance of this study is based on the contradictions between:

- The importance of the English language in modern life and the insufficiently high level of students' oral speech skills in higher school;
- The objective need for a motivational factor in teaching a foreign language and the inadequate ability of students to independently maintain the focus and interest in its study;
- The need to take into account the specialty of university students and the insufficient professional orientation of the English language course.

The aim of the research is to develop and test a model for integrating the content of linguistic knowledge in the development of the motivation of undergraduate students in the process of learning English.

This goal is realized through the following research tasks:

1. To reveal the theoretical and methodological foundations of cross-curriculum integration in the development of motivation of students in the process of learning foreign languages at a university.
2. To develop a model and program for integrating the content of linguistic knowledge in the process of learning English in high school.
3. To identify the pedagogical conditions for developing the motivation of undergraduate students in the process of learning English at the university and experimentally test the effectiveness of integrating the content of linguistic knowledge.

The object of the study is the motivation of undergraduate students in the process of learning English. The subject of the study is the model of integration of the content of linguistic knowledge in the development of students' motivation in the process of learning English at a university.

2 Research hypothesis

motivation of undergraduate students in the process

Learning English at a university will be higher if:

- The structure and level of motivation of students in the process of learning English in a university is determined;
- a program for integrating the linguistic knowledge of students in the process of teaching English is developed;
- Forms, methods, and technologies are defined to implement the program for integrating the linguistic knowledge of students in the process of teaching English;

-psychological and pedagogical conditions that ensure the effectiveness of the implementation of the program for the integration of linguistic knowledge of students in the process of teaching English are revealed and substantiated;

Foreign studies of educational motivation are basically based on two theories: the hierarchical theory of self-determination and the theory of orientation toward the goal. The first theory explores the triggering mechanisms of learning, the second - the goals pursued in the learning process. In Russian scientific works studies of motivation are focused either entirely on the theoretical, or entirely on the empirical field. Traditionally, motives are divided into external and internal.

Thus, motivation is a multi-component, multi-level, hierarchical dynamic formation that manifests itself in constant movement, the development of its components and their relationships. On this basis, the study of the English language in the system of university training should integrate with the general cultural and professional components. The development of the students' language skills is impossible without the integration of the language component into the professional space of the university courses. In addition to integrating professional and linguistic components in the study of a foreign language. The idea of English as the mean of intercultural communication, which is applicable in daily and professional life, is considered to be the second strongest motivational message by the foreign authors. This approach is aimed to remove the negative attitude toward the desire for a level of native speakers that exists in the minds of learners and is the cause of the emergence of communication complexes.

Instead of seeking to imitate the native speakers, it would be advisable to form the desire to learn how to use linguistic skills in communication, which is possible at much earlier stages of language acquisition (Bugrimenko, 2006). The desire to speak native-level English skills leads to an increase in anxiety when communicating in English. Studies show that anxiety level does not depend on the level of English proficiency (Karatas, 2016).

Integrative motivation is associated with the development of secondary linguistic identity of students with the desire to integrate into the culture of its speakers, to psychologically identify with the representatives of the international community (Meteleva, 2014).

3 Research methods

In order to achieve the goal set in the following methods were used: to study and analyze domestic and foreign literature on the research problem; monographic method solid research experience in foreign language teaching secondary school; observation, conversation method; study products of the educational activities of students, teaching experiment (diagnostic, formative, stages of a control).

In research the following methods were used:

1. "The motivation of studying at the University" method. (T.I.Ilyina)
2. The method of studying of reasons of student's educational activity modified by A.A.Rean, V.A.Yakunin.
3. A comprehensive questionnaire (form) is aimed to identify the learning English motives and the readiness of using it while communication.
4. Language testing of undergraduate students (reading non-professional texts and answering the questions of text content, talking of student, a written description of groupmate, watching the video and answering the questions).
5. Mathematical processing was conducted by means of t-criterion of student.

4 Conclusions

The theoretic value of the research is that:

- students of the University has the enriched knowledge of professional and learning motivation;
- defined more exactly methodological capability of using information technologies in teaching, and educational process while teaching English language at the University;
- the original sources of the studies of foreign authors put into circulation in English language, defined more accurately the term "development of professional motivation of undergraduate students by means of foreign language".

Academic novelty of the research is that:

1. This research reveals theoretical and methodological basis of interdisciplinary integration in the development of undergraduate students' motivation in learning English language at the University;
2. Developed model and integration program of the content of linguistic knowledge in the process of learning English language in higher education;
3. Identified pedagogical conditions of development of students-psychologists' motivation in the process of learning English;
4. Developed a system of exercises aimed at professionalization of the study of English by the undergraduate students.

Practical significance of the research:

- research materials can be used by teachers in the English classes with students of the higher school;
- developed a system of exercises that promote the professionalization of teaching English at undergraduate and professional motivation and motivation to learn the English language.

5 Discussion

It is significant to note that students' activity must consist of group and individual work tightly bound to each other. In group (classroom) studies it is crucial to provide the highest level of interaction among students to form communicative competence. Nevertheless, it is impossible to guarantee a discussion in foreign language without covering all the necessary materials for debate and presentations that would have a prominent

psychological and linguistic orientation. (Abdrafikova,2015; Fakhrutdinova et al,2016).

There proved differences between experimental and control groups were not founded on the stating level. For students of both groups the issues of the highest priority were "to get a diploma" and "obtain knowledge". The motive "to become a top-class specialist" appeared in the middle position. The following group of motives can be considered as procedural: "to successfully continue education on the next courses", "to pass exams obtaining high scores", "to keep knowledge of subjects on a good level". The group of exterior motives is the next one: "to be respected by teachers", "to be appraised by parents and surrounding", "to meet pedagogical demands", "to avoid conviction and punishment for poor academic progress". The motives showed the lowest influence are: "to master a profession", "to pave the way for the successful professional future", "to keep up with the group mates and get their admiration", "to be always prepared for the upcoming lessons", "to get a satisfaction from mental activity", "to be paid a scholarship regularly". These results comply with the scheme of building a pedagogy experiment that implies a realization of the authorial program, the main purpose of which to integrate linguistic knowledge in motivation development during the process of teaching English in the university (R. R. Fakhrutdinov et al, 2016; Kondrateva,2016).

The abovementioned distribution of motives can be explained by students' unawareness of the future profession at the beginning of their study and it also takes some time to accustom to new forms and methods of teaching.

Nevertheless, the motive of "obtaining a diploma", taking the highest position, shows that students are not interested in their profession for now, and their actions generally caused by the external reasons (parents and surrounding) or by procedural motives ("to keep knowledge of subjects on a good level" and so on).

This situation definitely needs pedagogical interference as an interest to the matter of occupation and its understanding is a necessary condition of effective professional activity, satisfaction with chosen profession and personal development of a mature person.

The changes held after forming stage of the experiment showed no significant differences in control group. It means that motivation of students going through traditional process of learning English remained the same.

The measures made in the experimental group after the introduction of the model and the program for integrating the linguistic knowledge in the motivation development of future psychologists in the process of teaching English at the university showed that some of the students' motivations had not changed, and some had changed significantly since the beginning of the experiment (Table 1). This indicates the effectiveness of the program and the effectiveness of the model being tested, which is consistent with theoretical information about the importance of the professional component of not only professional subjects, but general development disciplines in the preparation of students in the university.

Table 1. Diagnosis results of the experimental group on the stating level of research

	EG(1 level)	EG (2 level)	Accuracy of differences
Obtaining of knowledge	6,6	8,6	0,001
Mastering the profession	5	6,7	0,001
To become a top-class specialist	5,3	6,6	0,001
To get a diploma	6,8	6,6	No
To successfully continue education on the next courses	6,2	5,9	No
To pass exams evaluated on "good" and "excellent"	5,9	5,7	No
To get a scholarship regularly	2,2	3,3	No
To be always prepared for the upcoming lessons	4,2	5,2	0,05

To keep knowledge of subjects on the good level	5,9	5,9	No
To keep up with the group mates	4,5	4,5	No
To pave the way for the successful professional future	5	6,4	0,001
To meet pedagogical demand	5,2	5,2	No
To be respected by teachers	5,6	5,6	No
To get admiration of group mates	3,9	3,9	No
To be appraised by parents and surrounding	5,3	5,3	No
To avoid conviction and punishment for poor academic progress	5,2	5,2	No
To get a satisfaction from mental activity	4,2	6,2	0,001
Reading	3,8	5,4	0,01
Writing	2,9	3,8	No
Listening	4,7	5,2	No
Speaking	2,9	4,6	0,01
Readiness to discussions in English language	3,1	4,8	0,01

It would be better to notice that external motives of studying of experimental group students are mostly the same. There are such motives as graduation and getting a diploma, successful continuing on the next years of studying, passing exams with the highest marks, getting grants and fellowships, actualization of teacher's demands, reaching professor's respect, being as example for other students, achieving the praise of parents and friends, escaping from criticism. Thus, we can say that the motives which touch on the external parts of the studying process did not change; they do not affect on personal attitude towards studying and the profession itself. Unfortunately, the quality level of writing and listening (audition) is still left without any changes. It can be caused by the fact that the spheres of these activities are mostly depend on objective knowledge rather than reading and speaking, that is why more time demanded for their improvement. We have to take into consideration the fact that the program is considered to be realized during two years but was realized in a year and the fact that the improvement of writing and listening was observed. Due to these factors we can expect that after the realization of the program significant changes will be noticed. At the same time, the internal motives of the studying of members of experimental group also raised: getting knowledge, experiencing of a profession, becoming highly – qualified specialist, being always ready for lessons, providing the success of future activities, getting the intellectual satisfaction. (Yarmakeev, 2016). Significant changes were seen in the reading and speaking. In the beginning of studying of reading the biggest and the most difficult barrier was the need to understand every single word of the text, that's why students seeing the word they do not know begin to read more slowly. The improvement took place due to the ability of understanding the main theme of the text, searching the most important key – parts of the text and escaping from words which are not significant for understanding at all, understanding of using different parts of speech in their speech. (Iskander ,2016). Speaking was improved due to the ability of rebuild sentences with Russian grammar to sentences with English grammar, activation of passive vocabulary and the ability of making phrase different from their first variant according to words and phrases which students already know and use instead of looking for new ones. Possibly that was the main factor which influenced on general ability and readiness of experimental group members to speak (communicate) in English language (Rezida et al, 2016).

We have to notice that characterizing (describing) the motivation of studying English language, the students of experimental group on ascertain and control stage marked these motives:

- it will be useful in their profession;
- they wish they understand what they talk about;
- it is useful while travelling;
- they can read books and watch film originally;
- English is a world (International) language;
- It helps in the career.

This fact can be explained by a big degree of probability of the socially important answers of the students, which were planted into their minds during a long school period. However students said the same motives on the control stage of the experiment but they spoke about it differently: they gave us more diverse explanations, in which their attitude towards studying process and the result was seen. For example:

«there was a lot of new information for me, it was quite interesting», «it helps us to be opened», «we get good emotions after communication with groupmates », «I will be a teacher and an example for my student/pupil», «I van speak being abroad» etc.

Acknowledgement

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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