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**Любов Кузьо,**

доцент кафедри іноземних мов  
та культури фахового мовлення  
(Львівський державний університет  
внутрішніх справ)

## **TEMPORAL PERSPECTIVE AND LEARNING MOTIVATION OF STUDENTS WHO STUDY ENGLISH AS A SPECIALITY DISCIPLINE**

**Abstract.** *The article deals with the correlation between temporal perspective and motivation of learning English among students studying English as a discipline of specialization. It is determined that the availability and a high level of internal motivation of English learning and motivation, aimed at obtaining profession promotes the growth of English study success. Shared by students from the above mentioned peculiarities of motivation is the presence of much higher number of motivational items, including that related to obtaining tangible profits and values, the desire to go abroad for a long time. It is scientific-*

*cally grounded and empirically verified that students with high efficiency and internal motivation of English learning are characterized by significantly higher quantitative indicators of time perspective characteristics (future events related to the further study of the English language or its usage in a professional activity, leaving abroad, obtaining material profits, prospects). It is proved that students with different levels of motivation to learn English differ significantly in contents and structural-dynamic characteristics of their time perspective. Disclosed differences in the characteristics of the time perspective can serve as markers, the presence of which allows to predict the formation of certain types of English learning motivation of students with various professional specialization and their level of success with this discipline. Detected conflicts argue that the notion of internal motivation is only generalizing, such that brings together a group of the motives which may have independent value.*

**Key words:** *temporal perspective, internal motivation, external motivation, motive, motivational items, discipline of specialization, correlative links.*

In terms of integration of Ukraine into the international scientific and educational community, learning and teaching foreign languages is one of the basic principles of expanding mobility of teaching staff, students and other professionals to enhance their competitiveness in the domestic, European and international labor markets. Speaking foreign language greatly enhances the chance for application of knowledge and skills in professional activity, promotes the enrichment of the latest experience. At the same time, successful learning a foreign language may be associated not only with the students' success or their intellectual abilities but much depends on the motivation of educational activity. That is why in modern educational process the level of the teacher's professional training, his efforts to provide accessibly information to students, to form necessary skills and abilities is as important as his ability to take into account the personal characteristics of the individual as an active participant in this educational process.

Consideration of the regulatory link of educational activity of modern students today has not lost its relevance, because the empirical data obtained in the past decade does not reflect the current state of the problem. An important factor in the motivation of the person's behavior is his temporal perspective (Bozhovych L. I., Ginsburg M. R., Nuttin J., Rehush L. A.). The influence of temporal perspective can be manifested in the motivational process, goals and causal structures of which regulate behavior. Specificity and peculiarities of the events that make the bases for the temporal perspective of the student, may not only affect the direction of his personality, but also to determine its content, influence the activity and initiativeness of the subject of educational

process, to form a sense of satisfaction in his training and his personal awareness of the importance of the results of obtaining new knowledge. The clearer and more distinct in the minds of young people will be the image of the future, the more determined and responsible decisions can young people make at the present. At the same time, the basic theoretical and practical efforts of scientists in the development of the problem of personal self determination of the individual in the context of planning and understanding his own future life course mainly focused on the study of mechanisms of formation of life prospects in their relationship with periods of human life course (Bozhovych L. I. , Golovakha Ye. I., Kon I. S., Tytarenko T. M., Khomych G. O.); the most studied are the conditions of their formation in adolescence (Levenets A. Ye., Radchuk G. K., Rud G. V., Todoriv L. D.) which requires a subject's self-determination (Erickson E.), planning and structuring expectations for their future life (Ginsburg M. R.), the achievement of personal maturity (Golovakha Ye. I.). Numerical data on the socio-economic, age, sex and individual psychological factors of formation of time and life perspective of the individual are obtained (Abulkhanova – Slavskaya K. O., Sydoryk Yu. R., Tolstykh N. N.), relationship between characteristics of temporal perspective and academic success of students (Ryabikina I.V.).

However, there is no study on the problem of formation of temporal perspective in the context of the study of individual disciplines of professional training. In particular, the relationship between the students' temporal perspective features and motivation of students' studying English is not revealed. To specify the scientific understanding of the factors influencing the formation of such motivation it was necessary to study the nature of existing relationships between these entities.

The purpose of the study is to highlight the differences between motivational characteristics of temporal perspective in the groups of students who are learning English as a subject of specialization.

The study was carried out on the basis of Lviv State University of Internal Affairs and Vasyl Stefanyk Precarpathian National University. Empirical sample included 253 respondents. 25 (10%) students of all respondents under study have not carried out all suggested methods. Therefore, the results of 228 students were analyzed among which 18,4% men (42 people) and 81,6% – women (186 people). All respondents were divided into three groups under study. Group №2 (under study) included students who learn English as a discipline of specialization during all courses of study: students of the first-third

years of training in the course of training «Primary training and English language».

The study covered 82 students. 4 (5%) respondents within the number of investigated students did not fulfil all of the suggested methodics. Therefore, we analyzed the results of 78 respondents (all – women). The age of people under study was from 17 to 21 ( $M = 19 \pm 1$ ).

For the purpose of solving the tasks and uses a set of theoretical and empirical methods: theoretical – analysis, comparison, generalization and systematization to study the psychological meaning of temporal perspective for the selection and justification of differing levels of motivation of students studying English definition theoretical prediction model of the relationship between time perspective and motivation level of students studying English; psycho (questionnaires, interviews, psychometric tests, semantic differential method, the method of incomplete sentences) – aimed at establishing performance parameters studied motivation and temporal perspectives; Methods of Mathematical Statistics (statistical Kolmogorov-Smirnov test, nonparametric criterion for distinguishing Mann-Whitney, Spearman correlation analysis) to identify indicators of statistical significance of differences and relationships investigated the correlation parameters.

Identifying relationships percentage of the time perspective and motivation to learn English in the groups studied in-depth study of foreign languages was carried out on a sample of students of the educational direction «Primary education» with specialization «English». English for this group of respondents is a discipline specialization.

Given that successful performance parameters do not meet the normal distribution ( $p \leq 0,05$ ), in order to establish the correlation relationships between them and the percentage of the time perspective, we used the method of Spearman's rank correlation. According to recorded data obtained by respondents semester grades in English positively correlated with the number of expectations from the other (C3), desires to leave (EX) for a long time abroad (excluding tourism). A negative correlation was found between semester grades and aspirations of students complete their studies (R4). Results grammatical test positively correlated with the desire to rest (L), the number of motivational objects that relate to future implementation to several months (M) and years (Y). Negative correlations were found between the results of tests and the number of aspirations for self-realization and self-development (SR) and the desire of students complete their studies (R4).

It should be noted that the success rates of learning English and grammar test results correlate well with the parameters of methods «The prospect of my life» and «events of my future.» Specifically, with increasing levels of student achievement increases their level estimates of its future as hopeful, but more sad, is not clear, not specified, not planned. At the same time, high performance grammar test results recorded in those students who assess their future life as a long-term, one that depends on their actions, interesting, surrounded by many people.

Constructs, which found correlations with indicators of progress learning English never coincide with those which correlate with the results of the test in English grammar. In our view, the general emotional background of these constructs are also different. The observed pattern for his explanation of additional research needs. We can assume that more objective measure of English through the use of tests allows you to identify a group of students who feel more confident than those assessment of knowledge of English which is more dependent on teacher evaluations.

Indicators of progress learning English positively correlated with the number of respondents indicated future events expected related future studies (R3), travel abroad (EX). Results English test positively correlated with the number of events associated with expectations of profit and wealth, the total number of respondents indicated future events. However, with the growth and success metrics and test results indicated respondents decreases the duration of their term perspective, but a growing number of events related to the aspirations of the rest.

The success of the study of English respondents and results of performance of the test in English positively correlated with the percentage of the «gain knowledge» methods of studying motives for learning in higher education by T. I. Ilyin.

Specifically, we found the presence of positive correlation relationships between indicators of achievement in English and parameters of the acquisition of knowledge and skills development. Results English test positively correlated with the percentage of the motivation of knowledge.

Analysis of the differences between the performance parameters of methods Nyuttena groups of people with different semester grades in English, reveals that the presence of significant differences between respondents who received various semester assessment on indicators of the desire to graduate in high school (R4), the total number of motivational objects (Summa) and the desire for a long time to go

abroad (EX) and localization motivational objects in the period after graduation, the desire for rest (L) and expectations of something other (C3). In particular, the representatives of groups that were rated «excellent» recorded significant predominance aspirations to get anything other than their typical counterparts assessment of «satisfactory» ( $M_s = 5,2$  vs.  $3,6$ ).

Similarly, the amount of incentive objects ( $M_s = 39,8$  vs.  $37,9$ ) and aspirations for a long time to go abroad ( $M_s = 2,1$  vs.  $0,8$  vs.  $0,3$ ) also significantly higher in students -vidminnykiv. At the same time, for «excellent» characterized by a significantly smaller number of motivational objects that are located aged 25 years and over ( $M_s = 0,6$  vs.  $1,8$ ), than that observed in students who received the final assessment «4». The «excellent» significantly fewer aspirations to graduate in high school and the rest ( $M_s = 1$  vs.  $2,8$  and  $1,75$  vs.  $2,8$  respectively) than respondents who are trained to «3». It should be noted that the number of aspirations in high school to graduate students enrolled at the «3» is also far ahead of his colleagues estimated «4» ( $M_s = 2,8$  vs.  $1,5$ ).

The higher number of motivational constructs that characterized more successful respondents, can be explained, possibly, a higher level of diligence that allows them to also learn more effectively. On the other hand, this does not exclude a greater level of cognitive complexity «excellent», which allows them to produce more motivational sites and learn more effectively. The trend of higher growth in the number of successful motivational objects located aged 25 years and over may indicate the presence of a clear plan of respondents in this period of their lives. This also corresponds to the presence of positive correlation between the level of success of the test and the number of grammatical motivational objects that are located in a period of months or years. This may indicate that the studied groups of students study the success of their English language more dependent on the kind of goals that temporally localized in the near future.

The predominance of «excellent» number of aspirations to go abroad can be considered an important motivational factor learning English. Perhaps this is just among the «excellent» due to a large number of motivational objects that are located in the immediate future, since life abroad uyavlyatys may be less predictable because of the lack of experience of the students stay there. On the other hand, less successful students who have more plans that are localized in the period of adulthood, do not plan to emigration, seeking a greater extent than «Excellent» abstractly formulated to get their self-realization in

Ukraine. We receive depends not consistent with the results of IV Ryabikinoyi [mistakes! Source links nayden.2 not], under which seniors in high achievers dominate self motivation. However, in that work not studied the success of students in learning English. Note, however, that the latter may be important in shaping the motive travel abroad, and this, in turn, may affect the reduction in the number desire for self-realization and self.

The fact that the students who received the semester evaluation of English «3» much higher aspirations have to complete training in universities than in «excellent,» we tend to explain within the framework already outlined above hypothesis - less successful students have more goals in adult life, to achieve which is probably not too important is knowledge of English. «Excellent» is having more goals in the coming months and years, the need for easier transfer hard and diligently to acquire knowledge. The same may be due to increasing number of recent motivational objects associated with the desire to rest, which is less successful, and probably less diligent students not think. Our assumptions expressed his checks need of additional research.

This distribution of respondents makes it possible to establish statistical differences, but, in our view, indicates the presence of both internal and external motivation of students toward training. Namely, both excellent, and for their less successful peers is important to obtain a document confirming that they have higher education and understanding of the importance of learning English for their future. However, these factors do not significantly affect the success of their study of English.

Thus, we found that the rise in the success of the study respondents English due to the increasing number of correlation motivational objects from coming months and several years. Conversely, the lower the success of a growing number of motivational objects that are localized in the period of life after 25 years. Given the predominance of «excellent» aspirations to go for a long time abroad, we can assume that just because their goals are focused in the near term, they are more aware of the need for careful study of English and so they have much less aspirations quickly complete their studies in universities than this is typical of students in the «3». It also can affect the availability of «excellent» less abstractly formulated aspirations for self-development and self-realization. Less successful, and probably less diligent students much less suggest motivational objects associated with relaxation.

Successful students called more events in the future time perspective, and in particular those related to future training and future income or wealth. However, less successful students indicate the duration of his term perspective. Further analysis of the characteristics of temporal perspectives of respondents with different motivation of learning English, in our view, should be made with regard to the aforementioned laws.

According to the answers to individual questions, respondents with internal procedures inherent motivation shorter, dark, sad and loneliness associated with temporal perspective. In people with internal motivation time perspective, respondents evaluated as more interesting, clear, bright, safe, surrounded by many people (not alone). Such contradictions, in our view, prove that the concept of intrinsic motivation is only a summary, so that a group of motives that may have independent significance. However, it should be noted that the characteristics of temporal perspectives of respondents who are learning English as unprofessional discipline is more consistent in their synthesis according to the groups motivate students studying English.

Group of respondents, which was the dominant motivation diploma of higher education indicates significantly more motivational objects related to the impact on other situations, rest and get future income or wealth. For these students are more characteristic longer time perspective. Respondents who have no motives data indicate significantly more future events that are associated with the desire to finish school and fulfillment.

It should be noted that the characteristics of temporal perspectives based respondents are avoiding failure complement our temporal perspectives features that characterize motivated students from graduation. Namely, for these characteristic studied is significantly greater number of motivational objects, including those that relate to the whole life of the subject, which relate to personal life and professional activities of the respondent. Students who have no motives data indicate significantly greater number of events related to the future of education, in particular aspirations to learn English and go abroad for a long time.

Respondents of motivation aimed at obtaining a profession recorded significantly more incentive objects, including those related to self-realization, future professional activity and the desire to graduate, obtaining property, travel abroad. These students evaluate their future as a more joyful, hopeful, exciting, safe but more lonely than their counterparts who have no reasons above. The latter characteristic is



also significantly larger number of objects related to the ability to influence others and the desire for rest and a desire to learn English after graduation and work in this field, which they could use their knowledge of English . It should be noted that these trends may have significant impact on students' knowledge of English.

Results of the study motivation of learning English and temporal characteristics of the prospects of students who are learning English as a discipline specialization allow us to conclude that our desire to combine motifs categories ob'ektivovani internal-external causes inconsistencies inherent characteristics of respondents temporal perspective. This is confirmed by the analysis very close (or even uniform) response (affirmative or negative) on certain issues that can be correlated with internal and external reasons. Such contradictions, in our view, prove that the concept of intrinsic motivation is only a summary, bringing together a group of motives that may have independent significance. In these students with a high level of motivation of learning English recorded significant predominance aspirations to get something from the other, the total number of motivational objects and aspirations to go abroad than respondents indicated low motivation. Promising a broader and deeper development issues can be considered the inspection characteristics of temporal perspectives of the students who live in different cultural, political and economic conditions; study interdependencies features English learning motivation and individual psychological characteristics of the teacher. Therefore, experimental developments in that perspective, continue to be relevant and promising.

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**Тетяна Липченко,**

викладач кафедри іноземних мов  
та культури фахового мовлення  
(Львівський державний університет  
внутрішніх справ)

**Христина Вербицька,**

доцент кафедри іноземних мов  
та культури фахового мовлення  
(Львівський державний університет  
внутрішніх справ)

## **МЕТОДИ АКТИВІЗАЦІЇ ПІЗНАВАЛЬНОЇ ТА КОМУНІКАТИВНОЇ ДІЯЛЬНОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ**

**Анотація.** У статті розглянуто питання пошуку шляхів, засобів, методів активізації пізнавальної діяльності здобувачів вищої освіти як основи розвитку їхнього творчого мислення та самостійності. Проаналізовано особливості вибору іноземномовного фахового матеріалу, який використовується для навчального процесу.

У статті також наголошується на важливості обсягу термінологічної лексики для забезпечення комунікативної діяльності здобувачів вищої освіти у межах тематики спілкування. Також увагу акцентовано на особливостях навчання професійно спрямованого говоріння, – вправи повинні відповідати таким стабільним вимогам, як заданість ситуації, професійна спрямованість завдань, природність ситуації спілкування, вмотивованість мовленнєвої дії здобувача вищої освіти, новизна.

**Ключові слова:** підготовка фахівців, навчання іноземних мов, навчальний процес, комунікативна діяльність, аналіз навчального матеріалу, комунікативні вміння та навички.