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A PROBLEM OF MOTIVATION OF MARITIME STUDENTS IN THE PROCESS OF ENGLISH STUDY

Motivation occupies an important place in the structure of personality and is one of the basic notions used to explain drivers of behavior and activity of an individual. Theoretical analysis and motivational research have led to the formulation of the hypothesis that the motivational sphere, in general, is a structural and holistic entity behind the process of development. The relevance of the motivational research is caused by the growing interest in the student's personality and his or her activities and changing of each student's social environment.

The learning process is present in life of every individual from a young age until the completion of professionally oriented establishments such as colleges and universities. Any examination is encouraged by a number of other grounds, which in turn constitute the motivational sphere structure of a personality. Learning motivation is one of the types of motivation, which just like any other, is characterized by consistency and sustainability. It is just a kind of activity, which is reflected by students to achieve certain educational objectives. Its development can without exaggeration be described as one of the central issues of the maritime student's modern training. The updating of the content of English teaching and setting objectives of development of free-roaming acquisition of knowledge and cognitive interests, as well as a proactive attitude in life, among cadets cause the relevance of the issue examined [1, p. 192].

The analysis of literature and web sources showed that the consensus has yet to be reached, and **there is no permanent solution to the problem, namely, what motivation is in general, and what motivation of learning process is particularly.** Motivation of human activities is **very diverse** since it is caused by different needs and concerns that arise from **social life. It is rooted in** comprehension of moral responsibilities and tasks, which the **social life entails.** So, in its most deliberate acts behavior of a person is regulated by **declared need.**

Motivation influences means and direction of usage of the maritime student's various functional abilities; it explains the choice between different possible actions, between options of perception and possible contents of thinking. In addition, motivation explains intensity and tenacity in the implementation of the action selected and its impact while studying English.

In the twenty-first century, learning foreign languages, especially English, has become essential. Clearly social demand for a maritime establishment graduate has long been voiced. He or she shall be a professional of any occupational area who has a good command of spoken and written English.

A problem of motivation frequently occurs while learning in the process of English study at the maritime establishment. It is common for motivation to reduce with each next course of studies. It should be noted that before the English study at the maritime establishment begins and at the very beginning of the training students generally have a strong drive. They want to learn to speak English with their peers. It has turned out that the most attractive opportunity for cadets is to write business letters in English, which is very important in the future seafarer's profession. Cadets want to read and understand the information without the use of a dictionary. Almost all cadets wish to master English to be able to communicate in a foreign language with each other and with foreigners both verbally and in writing; but once English language training begins, cadets' attitude undergoes dramatic changes, and too many of them get frustrated. The process of learning English involves the stage of "building blocks" accumulation, the period of inevitably primitive content, dealing with a variety of challenges, and this, in turn, pushes achievement of the objectives students have dreamt of away. As a result, the reduction of motivation happens; the activity at the lesson goes missing; the will aimed at mastering foreign language weakens; the academic performance, in general, tends to decrease, and it has a negative impact on motivation. This is the widely observed situation, which is connected with the maritime students' English learning [3, p. 131].

If there is a strong motivation, inviting wish to work actively, cope with the inherent difficulties, unfavorable conditions and other circumstances any activity takes place more efficiently and yields better results. All this is relevant to English study at the maritime establishment that takes place more effectively when the learners have a positive attitude, cognitive interest, need to obtain knowledge, skills, sense of duty, responsibility and other grounds for training. The maritime students should understand

that knowledge of English is very important for representatives of maritime occupations. This knowledge allows taking tests offered by crewing companies successfully and without difficulties; passing oral interviews and awarding the contract for gainful employment on a foreign ship; not having trouble with business correspondence; reading contracts and understand every word. Carriage by sea is implemented all year round. It means that specialists with foreign language skills will be continuously provided with jobs. The issue of employment is very current. Security clearance on board the vessel requires passing of qualification tests and knowledge of English, which The International Maritime Organization (IMO) adopted as the international language in 2001. In addition, a chance of getting a decent job for a cadet with knowledge of English is higher. Moreover, this chance increases when a student knows professionally oriented English. I would like to add that a good command of English ensures the safety of operations at sea. Statistics indicate that accidents at sea occur primarily through lack of understanding [2, p. 102].

An essential condition for the establishment of a particular training objective is the focus of a student's consciousness not only on the results of learning but also on the means for achieving it. In order to form training objectives an array of methods of organizing and implementing training activities is used, such as verbal, visual and practical methods. It is common knowledge that visibility has a catalytic effect. Visibility increases the interest in issues studied, initiate new sources of activity capable to overcome fatigue [4, p. 32].

Currently, the issue of English study by maritime students plays an important role. The younger generation has already changed the attitude to this process as a result of reforms taking place in modern society both in Ukraine and abroad. I believe that the following changes are the most significant ones: the world is experiencing processes of globalization (cultural integration); the change of ideological values in our country; the expansion of links between States; the reorientation of the educational process towards education and its value in real life. All this stimulates increasing of motivational level in the process of English study among maritime students, as well as introducing the concept of "language proficiency" at the degree of substantive value. Language proficiency is the key to the culture of people who speak this language. The interpenetration and mutual impact of cultures make people from different linguistic communities communicate with each other. Language study followed by the familiarization with cultural and social values is the way of mutual understanding and

rapprochement among peoples. Research shows that maritime students who learn English have are motivated mainly by the personal incentives. Some students have a profound professional motivation of their study, assess the professional importance of such subject as "Maritime English", their interest in it is well above compared to those who don't seek to gain the necessary in-depth knowledge to be a good specialist. Students who seek to gain good knowledge are characterized by determination, strong will, ability to mobilize their physical and mental energy on their studies, high regularity of education activities. The set of all these features together with motivation, which focuses on gaining knowledge, provides a good education achievement.

It should be pointed out that authoritarian training style has a negative impact on the development of positive motivation among cadets. Together with this, the level of internal perceptive motivation decreases, as well as the importance of the results of English study; students begin to feel hesitant about their powers. A teacher often considers his or her students as the object of impact rather than equal partners in activities. The teacher distances both from a group as a whole and each student individually. The authoritarian style suppresses interest in English study; the enthusiasm across the training activities declines. Similarly, this style deters young people from fulfilling themselves creatively, and consequently, a student has no intention to achieve better results [5, p. 23].

It can be concluded that many factors influence the creation of a positive training motivation when studying English. It must be understood that the training motivation is the foundation of a progressive growth and provides a great assistance in achieving desired goals and acquiring a dignified occupation in the maritime industry.

Literature

(Translated, transliterated)

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