

Formation of Professional Self-Determination of Future Teachers of Non-Language Specialties when Learning the English Language

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Abstract: The article reviews the formation of professional self-determination of future teachers of non-language specialties when learning the English language.

The aim of the study was the formation of motivation for the study of the English language by students of pedagogical universities of non-linguistic specialties. The hypothesis of the research was that the use of the English language of the professional direction increases the motivation for learning the language, provides an awareness of the practical and theoretical significance of the knowledge gained for future professional activities and is a factor professional self-determination. Based on this goal, the following tasks were solved: studies of the professional orientation of students and the level of motivation for studying the discipline "English language of a professional direction" were carried out, measures were developed to form the professional self-determination of students.

At the stage of the formative experiment, the work programs of the discipline are drawn up in such a way that each content module takes into account the urgent problems of the corresponding specialty. The use of modern information and innovative technologies in project activities contributed to the formation of professional motives for learning English, skills and abilities of communication in English in the professional sphere, an increase in the number of special terminology, the intensive development of all language skills: speaking, reading, listening and writing.

Keywords: *Professional self-determination; learning; English language; non-linguistic specialties; educational motivation; future teachers; students; professional English.*

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1. Introduction

In the new socio-economic conditions in education, there is a transition from the positions of the "knowledge" approach to the positions of the competence approach. The main goal of professional pedagogical education at the present stage is to train qualified teaching personnel who are competitive in the labor market, competent, responsible, fluent in their profession, with an awareness of social and psychological responsibility for the education and upbringing of young people. In these conditions, in the theory and practice of pedagogical education, the problem of professional self-determination and self-realization of the personality of a student of a pedagogical university becomes urgent. Professional self-determination is one of the most important issues in the life of every person. How it is resolved will largely determine the course of one's entire life.

International cooperation and integration of Ukrainian youth into European society is one of the top priorities of Ukraine's education system.

Almost all the countries of the world carry out certain research aimed at finding the skills that are necessary for any person, a specialist in any field in the XXI century. Our education is increasingly using the achievements and focuses on international practice in the field of formation of professional self-determination of future teachers of non-language specialties when learning the English language.

2. Literature review

Classical studies in the field of professional self-determination of personality include works of Chistyakova (1981), Klimov (2010), Priazhnikov (2004), Rubinstein (2004), Shavir (1981), Zeer (1997), and many others. Professional self-determination of future specialists should be understood as the process of understanding and realizing personal and socio-professional needs in the route of professional training at a university, as well as independent action to evaluate the capability of professional choice and its improvement. The low level of professional self-determination of students detected in present education can be described by many reasons, namely: the reduction in the number of budgetary places in universities, the commercialization of education, the practical lack of professional regulation of students in secondary educational institutions, of economic difficulties in average families in Ukraine and in many other reasons.

Many scientists, such as Burgueno et al. (2021) in their research to analyse the relationship between the opinion of the teacher educators' instructional style and the purpose to elect teaching as a career, as described by pre-service teachers. A longitudinal section study was considered based on Self-Determination Theory.

The interventions founded on self-determination theory have ability in rousing adoption and maintenance of health-related behaviors, and in promoting adaptive psychological outcomes, the motivational techniques that comprise the content of these interventions have not been comprehensively identified or described (Teixeira et al., 2020).

Parker et al. (2020) emphasize that the present study examined African American high school students' perceptions of their development and use of self-determination skills in school.

Ryan and Deci (2020) considered in the article self-determination theory (SDT) as a broad framework for understanding factors that facilitate or undermine intrinsic motivation, autonomous extrinsic motivation, and psychological wellness, all issues of direct relevance to educational settings.

Sanchez et al. (2020) in the field of disability have stressed self-determination as a key construct, both at the individual level, because of its impact on quality of life, and at the organisational level, as it stands as a fundamental concept for programmes and services design.

The present study investigated three Iranian English as a foreign language (EFL) student-teachers' imaginations of English language and explored how these imaginations may affect their motivation for learning English currently and teaching it in the future (Soltanian & Ghapanchi, 2021).

Chagovets et al. (2020) light up the problem of qualitative training of a future specialist under the reforming of the educational process content.

Villegas et al. (2018) systematically reviews and critically appraises the research published since 2000 on preparing preservice teachers for English language learners.

Li (2019) in her research to analyze the improving the interaction between teachers and students is one of the means to increase the quality of College English language teaching.

Andayani (2019) reports on a seven-week class project in which English student teachers create a digital storytelling project to teach English for young learners.

The purpose of studying this discipline is the formation of the necessary communicative competence in the spheres of professional and situational communication in oral and written form, skills of practical

knowledge of a foreign language in various types of speech activity in the scope of topics to professional needs, mastering professional information through foreign sources. The modern approach to the problems of teaching a foreign (English) language in a professional direction for various non-linguistic specialties is highlighted in the publications of such authors as: Bibikova (2006), Mykytenko (2011), Obratsov and Ivanova (2005), and many others. It is shown that the effectiveness of the formation of foreign language professional competence of students grows in the process of organizing training by means of non-traditional forms and methods using information technologies (problem lesson, familiarization-visualization, press conference, conversations and discussions on professional topics, consideration of specific situations, interdisciplinary seminar, problem seminar, thematic seminar, "round table", simulation method, didactic business, role-playing, situational games, project method, etc.) (Mykytenko, 2011). However, despite the need for knowledge of the English language by future specialists in various fields of professional activity, understanding of its importance and the efforts of teachers of the English language of a professional direction, the graduates of universities of non-linguistic specialties, including pedagogical ones, do not know it well enough.

There are many reasons explaining this phenomenon, but one of the main ones is insufficient motivation to study this discipline, a lack of understanding of its importance in the process of professional training and in future professional activity. Research by psychologists and educators puts the effectiveness of learning in direct dependence on the motivation for learning (Gilyun, 2012; Ilyin, 2012; Rubinstein, 2004). According to psychologists, before a person can do any action, he must want to do it. This statement also applies to foreign language training in non-linguistic specialties. The work of Goncharenko (2010) and many others are devoted to the problem of the formation of motivation for teaching a foreign language in a non-linguistic university. According to the researchers, professionally oriented teaching of a foreign language becomes an incentive for learning English in non-linguistic specialties.

Therefore, many scientists are more concerned with this problem. Having analyzed the literature, we express a critical opinion on the problem under study. Unfortunately, in Ukraine the problem of motivating the student's personality in educational activities is not dealt with at the proper level, so we have made a contribution to improving this problem.

The aim of the present research

The purpose of this research was the formation of motivation for teaching English to future teaching staff of non-linguistic specialties as a factor in enhancing professional self-determination in the process of professional training, taking into account the specifics of the direction of training. Based on this goal, the following tasks were solved: studies of the professional orientation of students and the level of motivation for studying the discipline "English language of a professional direction" were carried out, measures were developed to form the professional self-determination of specialists in different directions in the field of education in the study of this discipline.

3. Methodology

3.1. Research participants

Experimental research work on the formation of professional self-determination in the study of the English language of a professional direction by future teaching staff was carried out on the basis of the State Institution "K.D. Ushynskiy South Ukrainian National Pedagogical University". The total number of respondents was 107 students in the following specialties: 012 Preschool education - 49 students (Faculty of Preschool Pedagogy and Psychology); 014 Secondary education (Physics) - 17 students (Faculty of Physics and Mathematics); 016 Special Education - 41 students (Faculty of Physical Rehabilitation). All participants in the experiment gave their written consent to participate in the experiment and were informed about the possibility of refusal, without any consequences for their status.

3.2. Research methodology

At the stage of the ascertaining of the experiment, to determine the professional orientation of students, the differential diagnostic questionnaire (DDQ) by Klimov (2010) was used. As you know, this questionnaire identifies 5 types of professions: "human-nature" (h-n) - all professions related to crop production, animal husbandry and forestry; "human - technology" (h-t) - all technical professions; "human-human" (h-h) - all professions associated with serving people, with communication (including the teaching profession); "human-sign" (h-s) - all professions related to calculations, digital and alphabetic signs, including musical specialties; "human-artistic image" (h-a) - all creative professions. In order to determine

the level of motivation for studying the discipline "Professional English", the authors modified the diagnostics of educational motivation of Rean (2002) and Yakunin (2000). The work programs were drawn up in such a way that for each substantive module within the framework of the planned grammatical topic, actual problems and special issues of the corresponding specialty were considered.

4. Results

Research ethics are required. Therefore, we note that the experiment was carried out with the permission of the Academic Council of Pavlo Tychyna Uman State Pedagogical University - protocol № 7 from February 28, 2020.

The results of testing for DDQ by Klimov (2010), given in table 1. The majority of students in all groups identified themselves as a profession of the "human - human" type.

Table 1. The results of testing students on the differential diagnostic questionnaire of Klimov (2010)

Specialty	Number (percentage) of students by type of profession				
	h-n	h-t	h-h	h-s	h-ai
012 Preschool education	7 (14%)	0 (0%)	40 (82%)	0 (0%)	2 (4%)
014 Secondary education (Physics)	2 (11%)	3 (18%)	9 (53%)	3 (18%)	0 (0%)
016 Special education (physical rehabilitation)	1 (2,5%)	1 (2,5%)	37 (90%)	2 (5%)	0 (0%)
Overall result	10 (9%)	4 (4%)	86 (80%)	5 (5%)	2 (2%)

Source: systematized by the author.

Motivation for vocational English language training is one of the most important elements of professional self-determination. The student must understand why he is studying English, and how he can use the knowledge gained in the process of professional training and in future professional activities. That is, the ultimate goal of training should correspond to the student's ideas about his future professional activity,

stimulate the need to learn a foreign language as a guarantee to become an educated, cultural, competitive professional and a successful person with a high level of professional self-determination.

In order to determine the level of motivation for studying the discipline "Professional English", the authors modified the diagnostics of educational motivation of Rean (2002) and Yakunin (2000). Students were asked to answer the question "For what purpose do you study English?" and the following 16 answer options are presented:

1. In the right situation, use the knowledge gained.
2. Use the acquired knowledge in educational activities to deepen knowledge in the disciplines of the professional direction.
3. Use the acquired knowledge in educational activities.
4. Use the acquired knowledge in future professional activities.
5. Use the acquired knowledge when working on a computer.
6. Use the knowledge gained while traveling abroad.
7. Demonstrate knowledge of English in front of fellow students and friends to enhance the image.
8. Get high marks on the exam for the scholarship.
9. To receive a diploma of higher education with high marks for further placement in a prestigious job.
10. Get a job abroad, where knowledge of English is required, related to professional activities.
11. Get a job abroad, where knowledge of English is required, not necessarily related to professional activity.
12. Use the acquired knowledge for reading educational and scientific professional literature.
13. Use your knowledge of English to meet and communicate with native speakers over the Internet.
14. Be in good standing with teachers
15. To keep up with fellow students.
16. To avoid condemnation and punishment for poor studies.

Students had to assess the significance of the motive on a five-point scale: 5 points - the maximum significance, 1 point - the minimum significance. The results of the answers to the questions posed determined the following types of motives for learning English: social, educational cognitive, professional, prestige motives, communicative, failure avoidance motives. Table 2 shows the numbers of the questions in accordance with the motives, i.e. the key to determining the significance of the type of motives for learning English by students of non-linguistic specialties.

Table 2. The key to determining the significance of the type of motives for learning English for students of non-linguistic specialties

Type of motives	Question number
Social motives	1, 8, 11
Educational and cognitive motives	2, 3, 5
Professional motives	4, 10, 12.
Motives of prestige	7, 9, 14
Communicative motives	6, 13
Motives for avoiding failure	15, 16

Source: systematized by the author.

Based on the results of assessing the motives of learning English, the arithmetic mean of the sample was determined by the formula:

$$\bar{X} = \frac{\sum_{i=1}^n X_i}{n}$$

where X_i is the i -th element of the sample (the average score of the answer to the question), n is the sample size (the number of participants).

To determine the value of the sample element, the sum of points for the answer to each question of the corresponding motive was divided by the number of questions that determine the identification of the motive. We present the results obtained in accordance with the specialties. The minimum and maximum mean value of the arithmetic sample depended on the number of students in the group (n). It was in the intervals, respectively: for the group of specialty 012 (Preschool education) from 0.02 to 0.102; for the group of specialty 014 Secondary education (Physics) from 0.059 to 0.29; for group 016 Special education (physical rehabilitation) from 0.02 to 0.11. The test results are shown in Table 3.

Table 3. The results of students' assessment of motives for learning English in a professional direction (ascertaining experiment)

Specialty	Motive type					
	Social	Educational and cognitive	Professional	Motives prestige	Communicative	Motives avoidance of failure
012 Preschool education	0,041	0,061	0,061	0,08	0,102	0,02
014	0,12	0,23	0,23	0,23	0,29	0,059

Secondary education (Physics)						
016 Special education (physical rehabilitation)	0,02	0,08	0,06	0,08	0,08	0,02

Source: systematized by the author.

At the stage of the formative experiment in order to increase the motivation of teaching English of the professional direction of future teachers in non-linguistic specialties, as a factor in activating professional self-determination, in the process of professional training, work programs of the discipline "Foreign (English) language of a professional direction" were developed, taking into account the specifics of each specialty. It was taken into account that as a result of studying the academic discipline, students must master phonetic, lexical, grammatical material; be able to read and translate professional texts and interpret what they read; understand English and be able to conduct a conversation on social, household and professional topics.

The work programs were drawn up in such a way that for each substantive module within the framework of the planned grammatical topic, actual problems and special issues of the corresponding specialty were considered. Professionally-oriented topics of the content modules were chosen together with the teachers of the profiling departments and during discussion with students, which contributed to the constant communicative interaction of students in their future profession and the creation of conditions for their professional self-determination. Table 4 shows the professionally oriented topics of the content modules in accordance with the specialty.

Table 4. Professionally oriented topics of content modules

Specialty	Professional oriented theme
012 Preschool education	Content module 1. Social situation of preschool child development in Ukraine, Great Britain and the USA. Content module 2. Modern systems of preschool education. Features of preschool education in Ukraine, Great Britain and the USA. Content module 3. Fatherhood and its role in child development. Content module 4. Development of the child's communicative

	<p>activity. English lessons in kindergarten.</p> <p>Content module 5. The profession of a kindergarten teacher. Problems and contradictions of personal development of preschoolers and the role of the educator in overcoming them.</p> <p>Content module 6. Specificity of communication with peers in preschool age. Ways to help children communicate.</p> <p>Content module 7. Sports festival in kindergarten.</p> <p>Substantial module 8. Trends in innovative development of preschoolers. Computer games for preschoolers.</p>
014 Secondary education (Physics)	<p>Content module 1. Aims and objectives of studying physics in schools of Ukraine.</p> <p>Substantive module 2. Subject "Physics" in schools of Western Europe.</p> <p>Content module 3. Higher education in physical specialties in Ukraine.</p> <p>Substantial module 4. Important directions of research in modern physics.</p> <p>Content module 5. Great physicists.</p> <p>Substantive module 6. Physical institutes of the National Academy of Sciences of Ukraine.</p> <p>Content module 7. Teaching about space and time: from Newton to Einstein. Conservation laws and properties of space and time.</p> <p>Content e module 8. Innovative technologies in teaching physics.</p>
016 Special education (physical rehabilitation)	<p>Content module 1. Special education. The system of knowledge about the structure of physical rehabilitation measures.</p> <p>Content module 2. Content of skills and organizational and methodological aspects of primary and secondary prevention of the most common diseases and types of disabilities.</p> <p>Content module 3. Basic principles of physical rehabilitation for all major forms of pathology.</p> <p>Content module 4. Inclusive education.</p> <p>Content module 5. Mentally retarded children. Features of physical rehabilitation of mentally retarded children.</p> <p>Content module 6. Special schools.</p> <p>Content module 7. Working with parents in special schools.</p> <p>Content module 8. Problems of interpersonal relations in special schools.</p>

Source: systematized by the author.

Among the variety of new pedagogical technologies aimed at increasing the motivation for learning a foreign language in a professional direction, project-based learning, which is distinguished by the cooperative nature of performing tasks, is of certain interest. It is creative in nature and

focused on the development of the student's personality. The essence of the project methodology is that the goal of the classes and the ways to achieve it are determined jointly by teachers and students based on professional interests.

5. Limits and discussion

Comparison of the significance of motives for studying English in a professional direction for each specialty, taking into account the intervals of values of the arithmetic sample for each group, revealed tendencies in assessing motives between different specialties. The greatest importance for all groups of students was given to communicative motives and motives of prestige, the least - to the motives of avoiding failures. The high assessment of the communicative motive can be explained by the characteristic propensity for communication among representatives of professions of the "person-to-person" type, to which most students identified themselves. High values of the motives of prestige are characteristic of a young age as a desire to stand out from the crowd, to show their importance and superiority. Low values of failure avoidance motives can be considered as a characteristic feature of students to find many external reasons to explain their failures. At the same time, it should be noted that the level of assessment of educational, cognitive and professional motives for learning English is relatively high and close in values, taking into account their intervals in all groups, which indicates that students understand that the knowledge gained in learning English a professional direction, will be necessary for them both in the process of study and in their future professional activities. Thus, already at the stage of the ascertaining experiment, showed interest in the discipline and an understanding of the need to study it appeared.

The most important factor that contributed to the formation of an internal motive for learning English in project training was the connection between the project idea and future professional activities and the presence of interest in the project on the part of all its participants. Person-centered learning, which is the basis of the project methodology, led to a change in the traditional interaction "subject (teacher) - object (student)" to partnership cooperation - "subject - subject". The work on the projects was carried out in the interaction of students with teachers of the English language and professional disciplines. Communication between students and teachers was carried out both in classroom lessons and at the expense of hours allocated for independent work and consultations for mastering a

special discipline and English. With this approach, the study of the English language of the professional direction was carried out in the process of active interaction of all participants in the educational process and ensured a mutually enriching exchange of information through the use of a foreign language, as well as the acquisition of communication skills for solving professional problems and tasks.

The work on the development of projects covered three main stages with the corresponding content and functions of the activities of students and teachers: preparatory, main and final. The preparatory stage was aimed at creating motivation, goal-setting, planning. At this stage, the topic of the project was discussed, the problem was analyzed, the goals of the final result were clarified. Students identified problems, put forward ways to solve them, formed project objectives, created working groups, assigned roles, identified sources of information, ways to collect it. The advisory and coordination function of teachers was to motivate, assist in setting project goals, developing a strategy, and providing advice on the distribution of roles. The main stage consisted in making decisions, finalizing the discussion of the way to implement the project, determining how to present the results, collecting information, creative processing, and project implementation. Students determined tactics, chose the best way to implement the project, collected information, conducted research, synthesized and analyzed ideas, and designed the project. Teachers supervised the work of students, consulted if necessary, gave advice if students asked for help, that is, led indirectly, without unnecessary interference. The final stage is verification, presentation, defense, evaluation. At this stage, the preparation and execution of the report, the justification of the design process, the explanation of the results obtained, the collective defense of the project, the analysis of the results of achieving the set goals, the evaluation of the result were. At this stage, students developed presentations, defended the project, and then collectively analyzed the results. The teachers observed the students, assessing their work. At all stages of project implementation, communication was carried out mainly in English.

Emphasizing the interpretation of the data described in the article, we note that the results of the study, in particular, improving the motivation of the student's personality in educational activities have positively affected the problem of education in general and the problem of motivating the student's personality in educational activities in particular.

6. Conclusions

In the article we have considered the formation of motivation for teaching English to future teaching staff of non-linguistic specialties as a factor in enhancing professional self-determination in the process of professional training, taking into account the specifics of the direction of training. Based on this goal, the following tasks were solved: studies of the professional orientation of students and the level of motivation for studying the discipline "English language of a professional direction" were carried out, measures were developed to form the professional self-determination of specialists in different directions in the field of education in the study of this discipline.

At the stage of the formative experiment, the work programs of the discipline are drawn up in such a way that each content module takes into account the urgent problems of the corresponding specialty. The use of modern information and innovative technologies in project activities contributed to the formation of professional motives for learning English, skills and abilities of communication in English in the professional sphere, an increase in the number of special terminology, the intensive development of all language skills: speaking, reading, listening and writing.

The creative nature of the educational project activities of students based on the introduction of modern information and innovative technologies, a parity approach, the establishment of subject-subject relations, interactivity in the process of project implementation contributed to the formation of readiness for the application of the knowledge in educational and future professional activities. The study made it possible to reorient students to the development of internal and external motivation learning English, to actively search for and use the received information of professional content, to build an individual trajectory of self-study using computer technologies both in educational and in future educational activities with the involvement activities of students, which, of course, contributed to the formation of professional self-determination of future teachers.

Observations, conversations, questionnaires, testing and the results of experimental studies allowed us to conclude that the most important factor that contributed to the formation of the internal motive of speech activity in teaching English in a professional direction was, first of all, the correspondence of the ideas project to the professional interest of future teaching staff. The use of active teaching methods contributed to the

formation of cognitive, professional motives and interests in learning English; taught collective mental and practical work; formed professional skills and interaction and communication skills in English in the professional sphere; contributed to the increase in phraseological units of common and special terminology, the intensive development of all language skills, namely: speaking, reading, listening and writing.

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