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## HOW TO MOTIVATE HTEI STUDENTS FOR EXTRACURRICULAR RESEARCH ACTIVITIES IN FOREIGN LANGUAGES

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*Abstract.* The article considers different types of academic and extracurricular student research work. Main incentives for students of any year of study to conduct such a work have been determined. The expediency of using a foreign language as a means of increasing the efficiency of students' research work has been substantiated.

*Key words:* motivation, research work, HTEI, extracurricular activities, foreign language.

## СРЕДСТВА МОТИВАЦИИ СТУДЕНТОВ ВТУЗОВ К ВНЕАУДИТОРНОЙ НАУЧНО-ИССЛЕДОВАТЕЛЬСКОЙ РАБОТЕ НА ИНОСТРАННЫХ ЯЗЫКАХ

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*Аннотация.* Проведен анализ разных видов научно-исследовательской работы студентов в учебное и внеучебное время. Определены средства поощрения студентов разных курсов за такую работу. Обоснована целесообразность использования иностранного языка как средства повышения эффективности научной работы студентов.

*Ключевые слова:* мотивация, научно-исследовательская работа, ВТУЗ, внеаудиторная работа, иностранный язык.

## ЗАСОБИ МОТИВАЦІЇ СТУДЕНТІВ ВТНЗ ДО ВИКОНАННЯ ПОЗААУДИТОРНОЇ НАУКОВО-ДОСЛІДНИЦЬКОЇ РОБОТИ ІНОЗЕМНИМИ МОВАМИ

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*Анотація.* Проаналізовано різні види науково-дослідницької роботи студентів у навчальний та позанавчальний час. Визначено засоби заохочення студентів різних курсів до проведення такої роботи. Обґрунтовано доцільність використання іноземної мови як засобу підвищення ефективності наукової роботи студентів.

*Ключові слова:* мотивація, науково-дослідницька робота, ВТНЗ, позааудиторна робота, іноземна мова.

### Introduction

In former Soviet countries, including Ukraine, the research work of students was launched yet in the 30-s of the XX-th century. But to the early fifties it was marked by inconsistency and spontaneity. Therefore, a complete system of research work of students was formed gradually,

on the basis of intensive development of research in higher education institutions, strengthening contacts with academic schools, etc., and it partially performed the function of improvement of the educational process, and formed features of the researcher, raised the quality of professional training. Nowadays science and scientific achievements are an important factor

determining the place of the state in the international system, standard of living, the success of a human life. Although the last decade of the last century was characterized by negative attitudes of young people to science, the situation began to change for the better, but not to the extent that we would like to. It is difficult for senior and junior students to determine their attitude to science and to do so being undergraduates may be too late. So there is a question to find the means to enhance the interest of young people in research work.

### Recent papers review

Research of experts in sociology, psychology, pedagogy confidently points to the fact that one of the most effective ways to cultivate interest of students to a future career is undoubtedly their involvement in creative activities directly related to professional education. The issues of development of students' creative potential in the process of interaction of educational and research work were studied by E. Alexandrov, V. Artemov, M. Baydan, E. Belkina, Z. Klychnykova, V. Namazova and others.

A problem to enhance student research was solving by teachers-didacts D. Vylkyeyev, M. Danilov, V. Yesipov, I. Lerner, P. Pidkasytyi and others.

In the works of T. Klimova, T. Popova, V. Sviridova, T. Chernyaeva the role of research in the training of future teachers is considered. But, in our opinion, not enough attention was paid to research work in foreign languages.

### Problem setting

The article is to highlight the main types of student research and find the most optimal ways to attract university students to scientific research and to identify the role of foreign languages among them.

### Problem solution

The research activity is a special kind of activity, it puts specific requirements to its subject [3, p. 53]. Research activity allows students to reveal the individuality, creativity, the willingness to self-realization more fully. It is important to note that the research process is individual and valuable for both education and the personal sense. Having analyzed many definitions and

stages of research, we can conclude that students' research work (SRW) is the research work performed by students and related to the scientific research, study, experiments to test hypotheses, establishing patterns of development of phenomena of the world.

Typically, the content and form of SRW meet the main directions of research activity of the university; departments are its base for organization and conducting.

Analysis of the provisions of the student research work of many universities gave us the opportunity to claim that the content and nature of SRW are defined by:

- issues of research and scientifically-methodological activities of departments, faculties and HEI;
- the subject of research undertaken by departments in creative collaboration with technological institutions;
- the terms of the student research work, availability of research database, the ability to obtain the necessary documents, availability of computer equipment; providing scientific leadership for SRW and others.

In the standards of higher education research activity in the process of training students is highlighted as significant. However, current research activities are conducted and implemented fairly haphazardly – by performing a set of coursework, thesis and final qualifying works, with their content little or not at all related to each other [2, p. 336–340]. We can only agree to some extent with this statement, because all of the above applies to those forms of SRW, which take place during academic hours according to the curriculum. To our mind, in recent years such SRW, which takes place outside the classroom in the form of conferences, competitions, training for publications in student scientific collections, etc. has proven to be effective.

Here are some arguments why it is necessary to popularize student science, to direct public attention to it, and attract students to participate in it. SRW is a form of a learning process, which perfectly combines training and practice. As a part of science student first forms the basic research skills, then begins to implement the theoretical knowledge acquired in the study somehow connected with the practice and at the end of this long process possibly participates in scientific conferences at various levels, including

international. A variety of forms of SRW enables each student of HEI to find something special for him and participation in it is necessary for a harmonious and deep education.

Based on the analysis of the levels of preparedness of students for research, we can distinguish the following levels:

–high level is characterized by understanding of the importance of research, interest in the subject under study and their own research; ability to analyze, organize, summarize; awareness of the logic of scientific research, the ability to plan and implement it; high cognitive activity; advanced skills in processing of original sources, abstracting and annotation of scientific and technical literature on the specialty in the foreign language;

–the average level is characterized by awareness of personal significance of research, but the superficial view of it, unformed skills for its execution, unstable interest in the subject, not always adequate self-evaluation;

–low level is characterized by unstable interest in the discipline, a lack of understanding of social and personal significance of research, inability to work with the literature, find a problem, select the contradictions, inability to build logic of research independently, lack of satisfaction with their own activities, inability of creative problem solving, lack of desire for self-development and self-improvement.

It was established that 70% of students have a low level of formed readiness for research, and 30% – average [5]. This result proves the lack of preparedness of students for research, especially if we speak about conducting of work in foreign languages.

We agree that often university teaching, so called standardization of content and methods used during the classes, is designed for intermediate level students, limited access to scientific and methodological information, external motivation of scientific and cognitive activity does not contribute to the reduction of scientific potential of student youth.

We believe that a foreign language can be considered quite effective means of formation of readiness and desire of students to research activities. It is known that 80 % of the published literature is in foreign languages, including English. Therefore, using a foreign language scientist can create their own space for free expres-

sion, the formation of individual interests and inclinations. It is also sad to admit that the status of the teacher who is engaged in scientific work with students, being a generator of new ideas, and a teacher who does not work in this direction, for the most part, is the same. Research work at the University continues to be a kind of supplement, not the main integrative component of the educational process. For comparison, consider this: in French universities the course work is given to seventy hours of independent work, twelve–thirty hours of consultation with the supervisor; the number of hours already indicates the importance of scientific training of future specialists, its importance in the practice of the school.

The reason is an undeveloped effective organizational and economic mechanism to attract talented youth to scientific work, to provide growth of student research activities. In the proper organization and conducting scientific research the systematic approach should play an important role. The essence of this approach is in a coordinated clear curriculum for specialty, efficient organizational and economic mechanism to attract talented students to scientific work. It is believed that the university system of SRW must be realized by specially created Council of student research and carried out in organically combined areas: research work of students in the educational process and scientific-research work of students in the extracurricular time which together provide training of specialists-researchers. Designated areas are included in the overall plan of educational and scientific work of the university, faculty, department. Research work in a foreign language during extracurricular time is a continuation of education and it is an effective means of objective reveal of talented students, the implementation of their creativity, stimulating the need for creative mastery of knowledge, enhancing teaching and learning activities. Among the forms of research that you can engage students in extracurricular time, we highlight conferences, forums, round tables, groups, discussion clubs, etc.

A foreign languages teacher may use a differentiated approach to scientific management, paying more attention to students who aspire to scientific development. The best student works recommended by the supervisor are offered to student scientific conferences by the departments. The conference or competition should

provide the participation not only of students from a particular university, but also, having the relevant agreement, of students from other HEI. The speech of a young scientist and researcher should be preferably accompanied by appropriate use of illustrations.

An important role in working with talented (with academic abilities) students plays in our view, a system of incentives. The best students should have a permanent and tangible motivation for excellent studying, creative scientific research, the achievement of high cognitive results that go beyond the average student standard. We believe that the current so-called range of material and moral encouragement of students need to be significantly expanded. Among the organizational measures it is right to call for a rating of overall level of students (best students of the course, faculty, competition for the best student group), approval of individual plans for students who have been successfully engaged in scientific work; including in the curriculum a special day for scientific work under an individual plan. Despite pragmatism of modern students, we believe that such valid moral incentives as gratitude from the rector, dean, heads of departments, face-to-face solemn meeting with them organized for best students; publication of articles in the collection of student scientific works; participation in national and international competitions, conferences, etc., are still important and valuable.

Universities should allocate time for student leadership in scientific work during extracurricular time in the workload of teaching staff. Practice confirms that only joint efforts, coordinated actions can ensure the continuity of the chain: capable student–active, student–researcher–talented, undergraduate–talented graduate, student–prominent scientist.

### Conclusion

Thus, analyzing the levels of preparedness of students to conduct scientific research and having determined that the majority has low availability, we have focused on the need to involve the largest possible number of students to conduct research, to promote it and encourage students to its various types, including those performed during extracurricular time. And the amount of information given in foreign languages emphasizes the necessity of its learning and using. Efficiency of research work as a whole depends on the coordination of all com-

ponents of training, formation of an incentive-motivational sphere of students.

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