THE PREMISES OF FORMATION OF MOTIVATIONS IN PROFILE SCHOOL STUDENTS IN THE PROCESS OF TEACHING KAZAKH LANGUAGE

Zhanat Dauletbekova[*], Aisulu Yermekbayeva[**], Gulzat Berkinbayeva[**], Mehmet Kavakli[**] and Nurlyaiym Danayeva[**]

Abstract: This article considers the premises of formation of profile school students' motivations in the process of teaching Kazakh language. It also addresses the issue of ways of developing the content of knowledge, the directions and possibilities to organize education process by taking into consideration the age and psychological features of profile school children. Also the requirements for the modern education system and the connection of speech culture of profile school students and studying rhetoric is also discussed.

Keywords: Profile school, learning motivations, psychological peculiarities of adolescents, education reqirements, creative skills, intellectual potential.

INTRODUCTION

The fact that anthropocentric pedagogical paradigm, which aims the development of student as an individual and corresponds to the modern requirements of the education, became the basis of education process puts new tasks for the subject of "Kazakh language". In the "Concept of humanitarian education in the Republic of Kazakhstan" the process of humanitarian education it's says: "person is not only to be considered as an object of study, foremost, it's a creative activity and the subject of cognition". This shows that two aspects, the units of development and activity always should be considered as a whole. Because at any stage of education process, learning is an important condition for gaining new knowledge and skills, expansion of worldview, development of cognitions and abilities as well as intellectual potential. The learning process getting creative characteristics and students becoming subject of activity is directly connected to giving directions and influencing his learning activities, and teaching by forming motives of learning, which is an indicator of quality properties of an individual and the main device of spiritual development. This has a special importance in profile education in social-humanitarian direction. Because for a high school student this is a stage where he decides on his future path and chooses the professional route. At this time, when the impact of modern globalization is getting stronger, the relevance of forming patriotism in youngsters, making them fully realize their responsibilities in this sphere and helping to accept that their own goal and the goals of people should

[*]   Kazakh National Pedagogical University Named After Abai, Department of Kazakh Language and Literature, Almaty, Kazakhstan. *Email: kalzhan2012@yandex.ruu*

[**]   Kazakh National Pedagogical University Named After Abai, Department of Kazakh Language and Literature, Almaty, Kazakhstan

be tightly connected is also getting more significant. On its turn, this requires the clarification of premises of improving methodical system of teaching mother tongue that is considered as a key to any knowledge.

The realization of such tasks, which are set for schools, is directly connected to creation of learning motives of a learner. Because "is there's no motivation, there's no activity" (Leontiev, 1971). Only motivation can become the foundation for activity to get its subjective features and defining the systems and direction of personal development. That's why it is "the meaning of teaching is not only giving them the knowledge and skills, but in organizing the necessary norms, so that they become the inner mechanism, the motivation of learner's activities and overall development" (Bozhovich, 2001). If so, the problem of teaching school subjects according to these requirements can be solved by fully examining the inner and external motivations of students of profile schools and treating them as a device to modernize the Kazakh language teaching system.

MATERIALS AND METHODS

The importance of activity motivation as an "inspirational power" is presented in the scientific works of eastern scholars starting from al-Farabi, M. Zhumabayev, Zh. Aymauytov, A. Baitursynov, and in Abai's words. Foreign scholars such as V.S. Vygotsky, S. L. Rubenstein, V.V. Davydov, B.D. Elkonin, Yu. Babansky, G. Klaus, H. Hekkauzen and etc. have thoroughly studied the meaning of motivations in education. While L.I. Bozhovich has concluded that learning motives is one the most topical issue of pedagogical psychology and differentiated its types, A.K. Markova, M.V. Matyuhina, G.I. Schukina, L.I. Bueva and others have studied the role of motives in teaching school subjects. I.S. Kon, D.I. Feldstein, V.K. Shabelnikov have considered the formation of motivation in connection with the age and psychological peculiarities of students and estimated motives as the major mechanism in helping to acquire the knowledge.

This research's main goal is to influence to awakening the cognitive motives in individuals by taking into consideration the characteristics and main directions of the education process in profile school. Thus, it defines the premises of the formation of learning motives in developing their cognitive opinions, personal peculiarities, high responsibility and linguistic preferences. Because as a result of analyzing scientific-methodic works and school experiences, we can observe the differences between modern social demands and consummation of the humanitarian subject teaching system; between the responsibilities to cover psychological aspects in pedagogic and the duty of making innovative impulses in teaching Kazakh language; between the valuable content of learning motives in giving qualitative knowledge and the study of learning motives from scientific-methodical point of view; between the practical necessity of taking into account learning motives in organizing learning activities of

students of various ages and inflexibility of individual and clear methodical system in teaching process. The necessity to solve these differences shows the relevance of teaching Kazakh language in profile schools by creating learning motives.

According to scholars, "motivation is the main crucial factor in effective language development. Motivation is a complex phenomenon. Nevertheless, if its structure is understood better, it would be much easier to know the limits of influence. The teacher can build up the student's motivations in various levels and plays a major role in its implementation and acquirement" (S.J. Nicholson, 2013). Teacher's skills can be observed from their ability to correctly recognize these devices that create the motives and systematically use in their experience. There student's interest in the subject plays the major role. And one of the important factors in forming the interest is creating the learning motivation of profile school students in acquiring their future profession. In the works of researchersб who studied the learning motivation, this particular motive is specially highlighted.

Nowadays the scholars admit that the key point in improving students achievements in learning depends on their motivation rather that their natural talent. Of course, even if those two factors are tightly connected to each other, it's undisputable that it's possible to develop student's skills through helping to find the inner interest in studying and the subject. For example, the student's confidence in the profession they chose, help them to aspire towards learning and push them to act themselves. In its turn it helps to improve the students' skills and talent and reach the better results.

Profile school student is an adolescent, who consciously chose their future profession. That's why it's important that the teacher shows them the importance of the knowledge they're gaining and the subjects they're studying for their future profession. This becomes the considerable factor in helping to find the motivation to study and learn. The special studies have shown that the reasons of the differences between best and average students at school are mostly lie in their interest in studying, in their motives to learn rather than their talents. It shows the interconnection of skills and motives in studying. Without a motivation their skills surely will not develop. And with motivation their natural abilities improve together. In profile school professional motivation is one of the decisive factors, because it has a positive impact on effectiveness of education.

The students who chose humanitarian classes particularly value their future profession. They see themselves in the future as great people: talented writers, well-known historians, skillful linguists, brilliant playwrights, ambitious journalists, fair lawyer and etc. This is why paying attention to knowledge sources, which help students to develop their creative skills and selecting the educational material in this direction, is a huge test for a teacher. The reason is that at this age, students are more interested in creative characteristics and content of their future profession.

In mastering the chosen profession they believe that they get "plenty of opportunities to self-development", "useful in improving creative skills", "appropriate to show both professional and individual proficiency". Thus, profile school must consider the ways of instilling knowledge and education activities suitable for expanding their linguistic-comparative and cognitive-individual abilities without extinguishing student's desire to make their wish come true. Building up the creative stimulus requires the constant search for novelty, selecting the tasks based on ideas that meet modern society demands and students' interest. Because a cognitive "motivation is an influential unity important for the successful development of any activity. It plays a major role in achieving the goal" (Abdur Rehman at all., 2014).

To determine the student's attitude to their future profession it's necessary to take into consideration such factors as: their satisfaction with knowledge they get from the subjects, the trajectory of the progress of that satisfaction, the social-psychological, psychological-pedagogical, differential-psychological e.g. gender and age differences, the formation of positive or negative approach to their future profession. One the one hand, each of them has an influence on the effectiveness of the education. It helps to define the level of their readiness to the profession, and advance the main directions. On the other hand, such interests assist in valuable use of education strategy, technology and methods. As a result, we get the prospect of improving learning along with social motives in educational process. If finding the relation to the profession is a psychological task, its formation is the problem of pedagogic, namely of linguistics.

The systemized content of knowledge, formed by considering the students' inner necessity and the education process that helps its natural development can awaken the interest of a student in learning. The main task here is to unite the knowledge fund with the personal interest of a subject and is accomplished by pushing them towards cognitive learning.

In order to Kazakh language such requirements must be taken into account in school education system. The issue of Kazakh language, which has a state status, playing a main role in personal growth and in formation of student's outlook can be solved as a result of viewing the methodological system of teaching Kazakh language from a different, up to date angle that meet the social demands. Exploring linguistic factors that will be the foundation of creating study motivations by paying attention to recognizing objective and subjective meaning of the subject content; systemizing study materials and methods so to make it suitable for student's age and psychological development are one of the topical problems in Kazakh language methodology.

The profile education is currently the part of general state schools. School students can choose either social-humanitarian or science-mathematic sphere according to their skills and wishes. And finding the answer to the question about

its social effectiveness is became the key theme of any subject methodic. At this stage the content of "Kazakh language" as a subject is formed in both directions by "Culture of speech and rhetoric". This particular stage it helps the adolescents who has been Kazakh language to expand their knowledge in competent path. It has a positive effect on building up the student's motivation for cognitive learning.

The main reason of inserting culture of speech in school education program can summed up as following: the present time requires bringing up ambitious, active, adaptable and quick-witted person. This is why the importance of knowledge is not only in introducing the past experience and creating professional busyness but to teach student to use their knowledge in various real life events. The person who masters culture of speech and rhetoric is self-confident and is able to communicate in any environment and in any profession. And communication is the major condition of socializing.

The linguistics in social-humanitarian profile school that is targeted by our study is very significant in building up students' life skills. Because for a student, who connects their future profession with philology, journalism, history, mastering culture of speech and rhetoric increases the social significance of teaching any language and creates an opportunity to build a motivation to learn Kazakh language. That's why by forming the learning motivation of a student, advancing the ways of teaching the subject matter, necessary knowledge and proficiency is getting really relevant. This article first of all, addresses the premises of forming the motivation based on teaching the subject matter in profile schools and finding the constructing devices of its methodological system.

The profile school student's interest is not only based on external factors, it's going to have positive results when it starts from their inner desire. Future professionals in humanitarian sphere should be taught not only the importance of language in their future career but also its significance in overall human life. For this it's offered to have tasks in educational program to test students' condition in speech situation where they might feel anxious. For example, in teaching to correctly use traditional or modern rhetoric in educational process is connected with using those skills as a useful mean to improve their speech. Understanding the rhetoric develop their logics and allows to understand how to speak properly along with opening the way to independently find the solutions during familiar and unfamiliar situations. Thus, along with teaching some great examples of speeches and rhetoric that left their mark on history theoretically, it would be much more useful to make them express themselves using those examples. Especially, for high school students it's much more interesting to make their own conclusions and convey their own opinions rather than repeating the theory. Because at this age students tent to search for their own ways in life situations. In addition, for a person of 21st century, the final result of education is more important than the description and narrative of the

knowledge. Which means, the students pays attention to what they can do, not what they know. This is the most important issue in the period when the competence is given via education.

If one of the conditions to pass the testing through time is communicating and being able to clearly prove their opinion it's apparent that speech and communication skills can be improved through experience. Because when person's natural abilities and his cultural achievements suit each other, the person with excellent humanity emerges. This is why it's more profitable when culture of speech is being built as a result of unity of knowledge and skills, systematically organized and aimed to an individual, instead of just a theoretical education.

Even though the theory is also important, it's meaning in being helpful in real life. That's why rather than giving the informational answers to the question like which famous orators do you know, what was their place in society, what did they say, it's more useful to give certain directions around the questions like "What's the secret of acquired an oratorical skill?", "How to learn oratorical skill?", "What are the steps of preparation for speaking in public?", "What are the requirements for orators?", do tests and exercises and train practically.

One of the main conditions in forming the students' motivation in education is to teach the subject by paying attention to the fact that the natural and major characteristic of language is being the communication device. It's realized through developing the student's speaking skills. Speaking being installed as an activity in psychology became the basis of using this conclusion as a methodological foundation. Because of it, we pay attention to teaching students to express their opinion according to the requirement of culture of speech.

Learning to speak is a harmonization of student's needs and linguistics. This is why educational materials are kept in interrelation with culture of speech based on logical-semantic principles. Development of students' culture of speech is implemented by solving the tasks and exercises than are made more complicated each time. It aims to improve students communication skills because through speaking student's cognition and thinking also expands. In modern studies, the phases of complex thinking are as the following: (1) associative complex (unification of different things based on one description); (2) comprehensive complex (the group of devices that complement each other on the basis of one or several practical properties); (3) coherent complex (consistency of separate pieces on dynamical, timely principle) (Bukabayeva, 2007).

The exercises in the "Kazakh Language" textbook for 11 grade students of social-humanitarian sphere are offered according to the third group. They complement each other both from content and structural sides. In addition it can be noticed that these exercises are gradually expanded in the case of context and analysis. During the study was created the typology of these exercises that aim

the development of learning motivation of students. According to their goals, these exercises are divided as linguistic exercises that influence the formation of social motivation of a learner and the exercises that help to build up ethical and comparative skills. If the first one groups the tasks that help to awaken their interest in using linguistic and comparative devices, the second group has tasks that aim the improvement of logical thinking skills and comparative units; the third one unites tasks with searching, problematic, creative peculiarities.

With the help of these tasks the relationship between teacher and student also becomes different. Their roles at subject-subject level changes. Because the student's newly formed self-motivation now positively affect his desire to discover, learn and accomplish new tasks. "Motivated students are very passionate, has a lot of devotion for their work. They carefully pay attention to the given tasks and don't need constant support, tend to daringly face the problems and even can have an effect on others by making group education easier" (Fadel H.M. al Othman and Khaled M. Shuqair, 2013). Indeed, to fully know the language system is not mastering the language itself. If only that knowledge is used in certain situations like expressing the point of view, exchange the information i.e. for communication, only then it can be considered as mastering the language. The goal of exercises was to teach the learners to properly use the acquired knowledge. Such complex tasks were beneficial from motivational point of view: it increased the learner's cognitive perspective and his curiosity in knowledge to be acquired.

RESULTS

By analyzing the works of the researchers we got the following categories of learning motivation:
- to study only because it's compulsory, without any connection to subject and activities;
- studying which is not based on ambition or the interest to get something useful;
  - to study for social identification;
  - to study because of being afraid of decrease in results;
  - to study because of a pressure from outside;
  - to study in order to meet norms based on the necessity of moral responsibilities or the general norms;
  - to study to achieve a certain result in everyday life;
  - a study based on social aims, requirements and values.

Considering the psychological peculiarities of adolescents in organizing educational process is also one of the key points. Because if acknowledge the fact that creating motivation is connected to the content of knowledge, forms of

organizing the teaching process and the results of assessments, interrelating these three directions we see that symmetrical education accepts the profile school student's motivation considering the age features.

Generally, profile school student is interested in subjects that have benefits for their future profession, as they understand that their future starts there. To enter the higher educational institution that teaches their future occupation becomes their major motivation. For student of that age, valuing the knowledge and aspire to it comes to the first place, not the marks they get. In this case, it's necessary for a teacher to be objective when evaluating the tasks and the reasons behind it. On the one hand, it helps student to have self-criticism, on the other hand, it builds the habit to analyze their next step and use properly their conclusion.

Profile school student's determination in self-criticism is another major issue in formation of motivation. For a student this is a huge test. Because they not only chose a profession, they choose their fate. That's why it's equally important to strengthen their self-confidence and to help them in their chosen path. Thus, the subject should not only give the necessary information but also give them opportunities to test their own abilities and evaluate their predisposition.

Of course, not everyone choose their path purposefully. Some students may chose the occupation influenced by their parents, teachers, friends or people they admire, which means, the social motives have more influence rather than their own. However, external influence cannot fully affect youngsters at this age. It can occur when they are given to choose of two directions.

Nowadays, people are mainly concerned about two things: first of all, the student must have solid foundation peculiar to an individual, which are the qualities that meet worldview, social and humanity norms. Otherwise, it's easy to get lost in this constantly changing, temporary world. Second of all, they need psychological flexibility, ability to quickly process the information and further use it for their own good. In this case, upbringing also shouldn't stick to strict rules but to allow students to make decisions by themselves, make them feel creative beginnings and social responsibilities. Clearly, creative abilities develop during learning to self-management and creative activities. Preparing students to live independently has been teachers' goal since forever. However the system set in society and conditions didn't give a full opportunity for it. For example, in Soviet period, the issues of an individual's freedom of thought, creative skills have been addressed many times but communist ideology prevented the personal growth. Only fake values that praised soviet ideology were praised and supported.

Now the situation in society is much more different: the era of democracy is creating a strong competition among individuals and groups. And the main term of any competition is the victory of the strongest. What is strength? Here both words and actions have equal importance. Because you can't fool anyone just with words,

your actions must back you up too. And in order to show your actions you need to master speech activity too. Powerful words cover mastery and oratorical skills simultaneously.

Growth of democracy in education system is opening ways to the development of new values in profile school student's mind. For example, the new pedagogical paradigm that based on the idea of treating student as a subject, is naturally creating opportunities to make changes in the relationship between teacher and student. But it has both positive and negative effects. Because in this system student gets a chance to make a new step, but also because they didn't obtain skills to such requirements, they might not be psychologically ready to make such decisions. The knowledge that he got in secondary school before this couldn't make a solid foundation. Such double feeling is going to interfere at the most decisive moments. That's why in education such things must be always taken into consideration.

CONCLUSION

Getting to know the world has social characteristics. During the process of cognition, the person feels the surrounding environment expands his knowledge; the general information about things and events changes into internal meaning and turns into true knowledge. At high school, student forms self-evaluating skill through knowing the others. It is a condition that leads to the spiritual enrichment and the necessity to accept the environment from the objective point of view. All of this implemented through thinking. Therefore, the new technologies of education that are being rapidly expanded help students to independently search and learn. In addition, individual's way of acquiring knowledge independently plays a crucial role. Here education is not limited by learning by rote like in scholastic system. The knowledge is presented as student's perception, conclusion and opinion. The teaching process must be organized in such way so that student will get new ideas, arrange them, and use in real life when it's appropriate. The situations where it's necessary for student has to come their own conclusion must be taken into account, because only by making decisions, it will be possible to learn in a new logical way. Sensory and rational are both connected in the process of cognition, thus learning is considered as the dialectic unity of those two. And therefore, education is not only a factor that forms the humanity, but also builds up the premises of the individual's life. In their turn, they became the basis of detailed scheduling of motivation premises.

In conclusion, when forming the motivation of profile school students it's important to consider the premises necessary for understanding the interconnection of modern society demands and their own desires, subject goals and their own interest, their goals with future occupation, along with improvement of their intellectual potential. Those premises include age and psychological peculiarities of a student, enhancement of knowledge content in accordance with student's necessity and the qualitative organization of teaching process.

References

Abdur Rehman, Hafiz Ahmad Bilal, Ayesha Sheikh, Nadia Bibi, Asma Nawaz. (2014). The Role of Motivation in Learning English Language for Pakistani Learners. International Journal of Humanities and Social Science. Vol.4 No.1. http://www.ijhssnet.com/journals/Vol_4_No_1_January_2014/29.pdf.

Bozhovich, L.I. (2001). Problems of identity formation. Moscow-Voronezh: "Modek".

Bukabayeva, B.E. (2007). Formation and development of lexical meaning in act of speech ontogenesis: PhD candidate, dissertation, autoreferat. Almaty: Institute of linguistics, 26 p.

Fadel H.M. Al Othman & Khaled M. Shuqair. (2013). The Impact of Motivation on English Language Learning in the Gulf States. International Journal of Higher Education. Vol. 2, No. 4. http://dx.doi.org/10.5430/ijhe.v2n4p123.

Leontyev, A.N. (1971). Needs, motives, emotions. Moscow.

Nicholson, S. J. (2013). Influencing Motivation In The Foreign Language Classroom. Journal of International Education Research. Third Quarter, Vol. 9, Number 32013. http://dx.doi.org/10.19030/jier.v9i3.7894.