

MOTIVATION AS A FACTOR FOR DEVELOPMENT OF COMMUNICATIVE SKILLS AND ABILITIES IN THE USE OF THE MARI LANGUAGE

Oksana N. Vasenina¹, Valentina V. Konstantinova^{2*}, Elena V. Alekseeva³, Natalia G. Arzamastseva⁴, Lyudmila V. Kurochkina⁵, Irina V. Trubyanova⁶

¹Postgraduate student, Mari State University, Russia, vasenina73@mail.ru

²Assoc.Prof, Mari State University, Russia, mar.pedagog@gmail.com

³Assoc.Prof, Mari State University, Russia, elena_vitaliev@mail.ru

⁴Assoc.Prof, Mari State University, Russia, Natta69@mail.ru

⁵Assoc.Prof, Mari State University, Russia, curochkinaludmila@yandex.ru

⁶Assoc.Prof, Mari State University, Russia, opleva@mail.ru

*Corresponding author

Abstract

The article deals with the formation of communicative skills and abilities at the Mari language lessons at schools where instructions are provided in Russian. The main goal of teaching Mari as a non-native language is the development of the learners' skills to communicate in this language. The implementation of this goal needs formation of a number of communicative skills: to understand an utterance in the Mari language in various communicative situations, to join a conversation according to the peculiarities and rules of communication in the given language. In teaching Mari as a non-native language, a text is the main means that supposes the presence of an actual problem for the learners of a particular age. The formation of communicative skills has an impact on the effectiveness of teaching schoolchildren, their socialization and individual development, which depends on motivation. In this regard, the purpose of the research is to analyze the motivation for studying the Mari language and to identify the formation of communicative skills and abilities of schoolchildren.

The research was aimed to reveal the learners' opinion about the importance of studying the Mari language as one of the state languages of the Republic of Mari El; schoolchildren's ability to organize independently their work in class and at home; identification of learners' difficulties while studying the Mari language. The results of the study indicate that interest in learning the language depends on the level of motivation, which demands joined activity of learners and teachers of the Mari language.

Keywords: motivation, communication, communicative ability, skill, the Mari language, non-native, schoolchildren.

1. INTRODUCTION

In connection with the introduction of the Federal State Educational Standard for Basic General Education (hereinafter referred to as FSSES BGE) the formation of universal educational activities (hereinafter referred to as UEA), including personal, regulative, cognitive, communicative ones, becomes

one of the most important tasks of the educational system. In the process of formation of communicative UEA, schoolchildren have the opportunity to learn how to express their point of view, to respect other opinions during the communication, to understand and take into account the communicative position of adults, to act according to the situation of communication. While forming communicative UEA one of the main tasks of the teacher is to create such conditions where learners acquire skills and abilities corresponding to a high level of communication (Konstantinova, 2015).

It is necessary to have the skills and abilities in the field of listening, reading, writing and speaking to implement the communicative function with the means of the Mari language. In this regard, the formation of communication skills at the lessons of the Mari language is one of the priority tasks. The formation of communicative skills depends on the degree of motivation to learn the language.

Motivation is based on motives, which include specific impulses, reasons that force the person to act, to perform deeds. In our case, motives are defined as the attitude of learners to the Mari language subject, their focus on the studying process. The motives are interrelated requirements and interests to the language, aspirations and emotions, obtained in the process of studying, plans to use the Mari language in the future. The study of motivation is still one of the main issues of didactics and pedagogical psychology. Despite recent progress, the problem is far from under control. The variety of motives is very difficult to structure, to determine unambiguously the ways of their management (Kolker, 2000). The practice of teaching the Mari language as non-native confirms the dependence of the communicative skills formation level and abilities on the motivation of learners to study it.

2. DISCUSSION AND RESULTS

The scientific literature describes several components of communication skills formation such as cognitive, motivational, activity component. Diagnosis allows to determine the formation of the mentioned components and to reveal the dynamics of the process of mastering the Mari language.

The cognitive component supposes the ability to acquire knowledge independently. Cognitive skills are formed while performing educative and interesting tasks, containing any new information or a problem to be solved.

The motivational component determines the need of learners to speak. Teachers should constantly create conditions to arouse the desire to speak the given language. They use teaching methods and techniques, mediums and technologies to realize it. Implementation of this component is possible with the use of the principles of novelty and situation case.

The activity component is characterized by the realization of goals and tasks of teaching the language through the organization of educating interaction between learners, as well as between the teacher and learners using certain methods, techniques, technologies, and organizational forms.

In conducting the diagnosis, the identification of the motivational component of learners is the most important. The cognitive component and the formation of skills in all types of speech activity (activity component) are the next in significance.

Theoretical bases of formation of communicative abilities and skills of a person are considered in the works of Russian and foreign scientists: A.A. Bodaleva, Ya. L. Kolominsky, A.A. Leontiev, A.N. Leontiev, M.I. Lisina, B.F. Lomov, A.V. Mudrick, P.M. Yakobson, Ya.A. Yanoushek, etc.

According to the research of Russian psychologists (L.S. Vygotsky, A.V. Zaporozhets, A.N. Leontiev, M.I. Lisina, S.L. Rubinshtein, D.B. Elkonin, etc.), communication is one of the main requirements for the development of a child, the most important factor in a personality formation, the main type of human activity, aimed at learning and evaluating oneself through communication with other people.

The formation of communicative abilities and skills are under the influence of motivation to study the language. There is no unambiguous definition of the concept of "motivation" in the scientific literature.

For example, I.P. Podlasiy gives the following interpretation: motivation (from Latin *moveo* – move) – a common name for processes, methods, means of motivating learners to productive cognitive activity, active mastering of the education content. However, most scientists define the concept of motivation as a system of incentives that motivate people to work.

The meaning of the terms "skill" and "ability" is described thoroughly in the scientific literature. The Concise Psychological Dictionary offers the following interpretation of the above terms. Ability is a means of performing the learnt action by the subject, provided by a set of acquired knowledge and skills.

Ability is formed by exercises and creates the possibility to perform actions as in common, so in changed conditions. Skill is an action formed by repetition, characterized by a high degree of mastery and lack of feelings of element-wise conscious regulation and control (Petrovsky, 1998). In this case, the skill is considered as the main element on the basis of which the ability is formed, i.e. the skill takes precedent over the ability. If the ability is the capacity to perform an action that has not yet reached the highest level of formation, then the skill is the ability to perform the action automatically without the control of consciousness. In the process of teaching the Mari language, performing speech exercises and conditionally speech exercises, using spoken and authentic texts, the ability is improved and becomes the skill.

The initial level of mastering the simple educational action is the "ability". As it improves, it becomes a "skill". In the case of a complex educational action, the "ability" to perform consists of "skills". The regularity of skills formation is expressed in inclusion of elementary abilities into complex abilities if they are mastered to the level of skill. Therefore, there is no need to separate these concepts, since in a daily learning activity they make a set of "tools" of study, which are used by the learners (Zapevalova, 2013).

The main goal of teaching the Mari language as a non-native language is to develop the ability of learners to communicate in the Mari language. Means of communication at the lessons of the Mari language are spoken texts, communicative situations. The creation of a real communication situation contributes to the emergence of motivation to speak the language. Exactly this type of real communication may become the beginning of the development of communicative skills.

Communicative skills are speaking skills that allow a person to receive and pass information, to exchange thoughts, feelings, experiences, using the units of different language system levels correctly, considering the characteristics of the surrounding people, the conditions of a specific speech situation, all in all, skills used in accordance with the speech culture, communicative competence.

The formation of communicative skills and abilities is an extremely actual problem, since the degree of the formation of these skills affects both the education effectiveness of children and the process of their socialization and personality development as a whole. This requires a constant diagnosis of the formation of these skills.

In modern pedagogical literature, issues about pedagogical diagnostics, diagnostic activity, diagnostic-technological approach are widely covered by scientists. The diagnostic-technological approach is an essential component of the modern educational process, which is the feedback of the pedagogical process based on the use of diagnostic tools (selection of diagnostic methods, ways of processing them, interpretation of the results). The diagnostic-technological approach ensures systematic work, completeness and integrity in the management of the quality of teaching. Therefore, it is necessary to conduct regular diagnostics to determine the level of motivation to learn the language and the formation of communication skills (Andriyashkina, 2015).

The purpose of the research is to investigate the motivation to study the Mari language and to identify the formation of communicative skills and abilities of learners at the basic school.

The object of the research is communication skills and abilities.

The subject of the research is the level of motivation to study the Mari language subject and the formation of communicative skills and abilities of learners in the given language as non-native.

Methods of research include theoretical (analysis of psychological and educational literature on the topic of research) and empirical (questionnaire aimed to identify the level of motivation to study the language and the formation of communicative skills and abilities of learners) ones.

Location of the research: MBEI "Secondary school № 21 of the vil. Semyonovka of Yoshkar-Ola city" of the Republic of Mari EI, MBEI "Secondary school No. 1 of Yoshkar-Ola city" of the Republic of Mari EI, MBEI "Secondary school of the vil. Ruem of the Medvedev district" of the Republic of Mari EI. 131 people from 5-9 forms were the participants of the research. The contingent of children at schools was multinational: the language of communication for the learners was Russian, although the genetic language of the most learners was Mari.

The content of the research was aimed at identifying the cognitive, motivational and activity components of the formation of communicative skills: firstly, to identify the students' opinion on the importance and necessity of studying the Mari language as one of the state languages in the Republic of Mari EI; secondly, the ability of learners to organize their work independently at the lesson and at home; thirdly,

to identify the difficulties that schoolchildren meet when studying the Mari language.

The nationality of 49 people (37%) out of 131 respondents was Mari. Among them only 25 people (19%) could understand and speak the Mari language on day-to-day topics. 84 people (64%) of the total number of respondents answered that they liked to study the Mari language. 67 people (51%) believed that they would need the Mari language in the future. 47 people (35%) answered that they studied the Mari language because it is one of the state languages of the Republic of Mari El and is in the list of subjects. There were answers that some people did not like studying the Mari language, but not a lot. In general, most people noted a positive attitude towards the subject.

Answering what they like more at the Mari language lessons, 54 people (41%) answered that they liked to talk on different topics, 26 people (19%) noted that they liked to read, translate, do tasks on texts, 13 people (9%) liked to do tests, 9 people (6%) liked to work on creative projects, participate in Olympiads, contests and conferences on the subject of the Mari language. 29 people (22%) noted that they did not have enough vocabulary, so it was difficult to do assignments at home. Disability to complete the homework is explained by the fact that the family does not speak the Mari language. The analysis of the answers to the second question allows to state that the schoolchildren like to communicate in the Mari language both in the classroom and after the lessons.

As for the difficulties experienced in preparing for the lessons, the children of the 9th grade noted that there were no textbooks, they worked with handouts. 30 people (23%) answered that while translating texts, they used online dictionary.

3. CONCLUSION

The results of the diagnostics make it possible to say that not all children have a motivation for studying the Mari language, despite its state status.

The results of the research allow us to draw the following conclusions: the study revealed the following contradictions: the majority of learners understand that they are interested in acquiring new knowledge, speaking the Mari language on various topics; they believe that the Mari language will be useful for them later in life. Some children undergo hardship in learning the language because of a lack of vocabulary. A small number of respondents gave the answer "the material being studied is not interesting". The foregoing allows us to establish the need to strengthen the motivational component at the lesson, which requires the search for ways and forms of joint activity of learners and teachers of the Mari language to increase the interest in the language and to achieve fairly high educational outcomes. The process of teaching the Mari at school is aimed at increasing communicative competence in the given language and upbringing of a successful personality focused on universal and national values.

REFERENCE LIST

- Andriyashkina, K.S., Garkina, A.S., Khlebnikova, A.E. (2015). Development of communicative educational activities among younger schoolchildren at the lessons of mathematics in the process of solving nonstandard problems // *Bulletin of Penza State University*. – No. 3. – P. 13-18.
- Zapevalova, T.V. (2013). Formation of a communicative culture of learners at the lesson // *Bulletin of Novosibirsk State Pedagogical University*. – №1. – P. 30-41.
- Kolker, Ya.M., Ustinova, E.S. (2000). Speech abilities – how to form them // *Foreign languages at school*. – № 4. – P. 30-34.
- Konstantinova, V.V. (2015). Implementation of the activity method at the lessons of the Mari (state) language. Methodological manual. – Yoshkar-Ola: SEI APE RQ (M) "Mari Institute of Education". – 40 p.
- Petrovsky, A.V., Yaroshevsky, M.G. (1998). Concise psychological dictionary. – 2nd edition, expanded, revised and enlarged. – Rostov-on-Don: Phoenix. – 512 p.