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**PROSOCIALY MOTIVATED STUDENTS IN  
TEACHING PROFESSIONALLY-ORIENTED  
FOREIGN LANGUAGE**

**ПРОСОЦИАЛЬНО МОТИВИРОВАННЫЕ  
СТУДЕНТЫ ПРИ ОБУЧЕНИИ  
ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОМУ  
ИНОСТРАННОМУ ЯЗЫКУ**

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*Ключевые слова: технический университет, просоциальная мотивация, креативное мышление, приоритеты технического образования, преимущества, недостатки.*

*Abstract. The article deals with the situation of adaptation of technical Belarusian universities to the prosocially-oriented education, and the preservation of its quality. The experience of using the prosocial approach in teaching foreign languages is shown, when considering its advantages and disadvantages.*

*Аннотация. В статье рассматривается ситуация адаптации белорусских технических университетов к просоциально ориентированному образованию и сохранению его качества. Показан опыт использования просоциального подхода в обучении иностранным языкам при рассмотрении его преимуществ и недостатков.*

Undoubtedly, the strategic guidelines for the transformation of technical higher education today should be associated with the comprehensive development of students' creative potential. In turn, creativity is associated with the concept of creativity. Creativity involves creative thinking, the ability to expand the vision of problems and the search for solutions.

The purpose of the future experts' motivation at the present stage is the communicative competence development and readiness for cross-cultural communication with the use of the learned language as the instrument of this

communication. The tasks for research are to identify the expansion of the vocational training experts' profile, and also to find the ways of the foreign-language communication skills development. Practical application of the motivation development for the students of higher educational institutions is focused on the formation of the students' academic mobility as the personal quality allowing future expert to develop their professional abilities by means of studying and getting foreign experience at the foreign language lessons.

The current stage of technical higher education development in Belarus is connected with the processes of the domestic education system, at the same time keeping its cultural national and specific priorities. Crisis conditions of the modern development in Belarus including the sphere of the technical higher education couldn't be more perfectly reflected in the contradictions in educational approaches to training and education of technical university students. It has historically developed that educational priorities are expressed through a prism public political and social relations of production. The situation of technical educational priorities formation is not an exception in this sense. Thus, there is such phenomena as lack of due quantity of jobs for young specialists, a regional not demand for a number of specialties, backwardness of production infrastructure in a number of branches.

According to our research, in the context of Belarusian technical students' academic mobility development, following the most priority educational reference points, one of the perspective directions should allocate students' training within additional qualifications. In particular, the formation and the subsequent academic development and further the future expert's professional mobility, an indispensable condition assumes the development of prosocial motivation skills of foreign-language communication, which means that you develop a feeling of wanting to help other people. I didn't always know what to call it, but for years we observed that students who had meaningfully connected with someone during their research clearly felt compelled to create something that could meet that person's needs. Those students worked harder and were often more successful than others in our classes. To us it appeared that they were motivated by a genuine sense of urgency, not just the regular incentives of finishing the course and doing well academically. And perhaps we've been noticing a real phenomenon of prosocial motivation approach in teaching foreign languages at technical university.

The purposes of prosocial motivated technical education of future experts at the present stage join the development of communicative competence and readiness for cross-cultural communication with the use of the language learned as the instrument of this communication. In our professionally-oriented practice, we use a prosocial motivation approach which is based on the teaching model of appropriate social language through communication in real-life situations. It includes such parameters as motivation, purpose, informative value, novelty, pragmatism, functionality, and the nature of the interaction between a teacher

and a student, as well as the system of speech means. The syllabus involves flexibility and diversity of learning tools, their consistency with the ultimate goal of training as well as the student's social and personal needs.

We used also the set of methods to the analysis of the learning strategies of technical higher education of first-year students: these include methods of helping ourselves to recognize what is needed to learn process new language and work with other people in order to learn. Use of the correct strategy at the appropriate time can aid us to learn the language better and make us more independent learners.

In our professionally-oriented English teaching practice for first-year students, we can underline a few learning strategies. Repeating words that are new to the students over and over in their head until they commit them to memory. Guessing the meaning of words that are unknown to the students. Asking someone who speaks the language to repeat what they have said; making a recording of yourself speaking, then listening to it and analyzing and correcting your speaking and pronunciation; experimenting and taking risks by using the language that the students have just learnt in conversations with others. Making the decision to use the foreign language as much as you can by talking to tourists. Asking the teachers or your friends or classmates to give you their opinions about how well you use your language. Recognizing which area of vocabulary that you need to learn or practice and then learning it. Making the decision to write all the new words, the students come across in every lesson on a separate card.

An again created prosocial motivation approach in foreign-language competence initiates further development of the student's identity as feedback acts. In this case foreign-language competence has such characteristics as stability, completeness, completeness, flexibility, openness. A prosocial motivation competence as a process is strengthening of the personality's projective activity and dynamics of the personality's development on the basis of objects knowledge in the foreign-language reality. By the time of entering a technical university the elementary level of foreign-language competence is already considerably created therefore technical university is a defining stage in the development of competences, including, foreign-language competence.

We consider that all first-year students are different from each other and learn in different ways. In order to teach teenagers and adults rather than children, some student characteristics like past language learning experience and learning strategies are more relevant. It is best to discover our first-year students' characteristics by asking them or observing them. We gave them questionnaires at the end of a lesson asking whether they like the activities that were done in the class and why. They could also ask them what methods they did not like and what they did. Despite all these complexities, there is value in developing your ability to experience all facets of prosocial motivation approach. It can help you bring useful creative work into the world in a respectful way. The important

thing is to seek prosocial motivation skills. Set your compass in that direction; just don't assume that you will ever fully arrive at the destination. Use your caring and compassion for others to bring purpose to your creative skills and insight to your design work and to increase the chances that someone else might actually find what you're creating to be useful.

A lecturer who is teaching a large group cannot always meet the learner characteristics of each student. Therefore, lecturers can try to change their teaching methods and vary them. In this way, they can match the learner characteristics of a range of first-year students.

Due to our research, we find out, that first-year students developing prosocial motivation approach in the direction of technology will build a relationship between them and fluent speaking, which will allow them to increase their opportunities and become immersed in the process of learning.

A prosocial motivation method is a dynamic nonlinear process of the personality's transformation from the positions of system and valuable development in the professionally oriented significant foreign-language knowledge for the purpose of the educational and professional activity organization.

Today's graduates of technical university will have to work in multicultural environment. One should be aware that the duality and differences in the interpretation of certain phenomena by students of different cultures is inevitability inherent in the structure of the modern world. Therefore, according to modern scholars and teachers it is more important to teach students how to skillfully use a variety of competencies instead of writing what is prohibited or allowed in a particular country.

It is necessary to refer to the internal aspects of prosocial motivation approach: linguistic features of this or that language, regularity of language units development in the concrete language, the rule and norm of the language units use in speeches, the personality's psychological features in the course of the foreign language development. The internal aspects of prosocial motivation competence development, correspond to external aspects which treat regional geographic and regional features of the concrete language, social-and-linguistic position of foreign and native languages, similarities and distinctions in the social-and-cultur-al maintenance of the professionally-oriented languages learned and valuable society's categories and the carriers' attitude towards the learned and native languages, the social order for the knowledge volume and the level of practical foreign language skills.

A very useful element of prosocial motivation competence development is also focused on the formation of the students' academic mobility as the personal quality allowing the future specialist to develop his or her professional abilities by means of studying and familiarizing with foreign experience. Along with the professionally significant qualities development students have an opportunity to

expand the technically professional world outlook horizons considerably that defines the future expert's further degree of competitiveness.

As the survey showed, learning at an individual pace: it is choosing the rate of learning depending on students' individual needs) is an advantage for 100 percent respondents. The comprehensibility of the organizational, methodological and learning material was graded "nine" by 95 percent surveyed students. Mobility was graded "nine" by 70 percent respondents, "seven" – by 20 percent, "four" – by 8.7 percent, "two" – by 4.3 percent.

Prosocial motivation approach in teaching students with significant professionally-oriented foreign-language activity is a result of foreign-language competence development and it represents the subject embodiment of communicative function of language. Professionally oriented foreign language knowledge in the aspect of foreign-language competence development is socially caused value-oriented act which updating relies on the set of internal and external aspects. It is necessary to refer to the internal aspects: linguistic features of this or that language, regularity of language units development in the concrete language, the rule and norm of the language units use in speeches, the personality's psychological features in the course of the professionally-oriented foreign language development.

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**PECULIARITIES OF THE RUSSIAN LANGUAGE  
FUNCTIONING IN THE POLYETHNIC SPACE OF  
DAGESTAN**

**ОСОБЕННОСТИ ФУНКЦИОНИРОВАНИЯ  
РУССКОГО ЯЗЫКА В ПОЛИЭТНИЧЕСКОМ  
ПРОСТРАНСТВЕ ДАГЕСТАНА**

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*Abstract. The article reveals two contradictory ideas related to the functioning of one universal language on the example of the Russian language in a multiethnic space. The peculiarities of the interaction of the Russian language and the languages of the peoples of Dagestan through borrowings are revealed. Special attention is paid to the competent language policy of the*