

УДК: 378.147:81`234:159.947

DOI: 10.31652/2786-9083-2025-6(2)-41-49

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FORMATION OF SUSTAINABLE MOTIVATION OF THE STUDENTS TO FOREIGN LANGUAGE COMMUNICATIVE AND SPEECH COMPETENCE

Abstract. The article is devoted to the issue of motivation for the development of foreign language communicative and speech competence of future foreign language teachers. Various ways of creating such motivation as one of the organizational and pedagogical conditions for the formation of communicative and speech competence of future foreign language teachers are proposed. The importance of forming sustainable motivation and a value-based attitude of students towards foreign language communicative and speech competence in the process of studying professional disciplines is also substantiated. The article provides recommendations on some techniques and forms of work with students to develop such motivation are proposed, and their effectiveness is analyzed.

Key words: foreign language communicative and speech competence, future foreign language teachers, motivation, organizational and pedagogical conditions.

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ФОРМУВАННЯ СТІЙКОЇ МОТИВАЦІЇ ЗДОБУВАЧІВ ДО ІНШОМОВНОЇ КОМУНІКАТИВНО-МОВЛЕННЕВОЇ КОМПЕТЕНТНОСТІ

Анотація. У статті зосереджено увагу на формуванні мотивації до розвитку іншомовної комунікативно-мовленнєвої компетентності майбутніх вчителів іноземних мов. Запропоновано різні способи створення розвитку такої мотивації як однієї з організаційно-педагогічних умов формування комунікативно-мовленнєвої компетентності майбутніх вчителів іноземних мов. Також обґрунтовано важливість формування стійкої мотивації та ціннісного ставлення здобувачів до іншомовної комунікативно-мовленнєвої компетентності в процесі вивчення фахових дисциплін. Наведено рекомендації щодо прийомів та форм роботи зі студентами для формування такої мотивації, а також проаналізовано їх ефективність.

Ключові слова: іншомовна комунікативно-мовленнєва компетентність, мотивація, майбутні вчителі іноземних мов, організаційно-педагогічні умови.

Relevance. Increased attention to the development of foreign language communication and speech competence is observed not only in Ukraine but also abroad, as there is a noticeable increase in interest in learning foreign languages as a means of communication in the European educational space. This broadens international ties and contributes to the establishment of new standards of relations between countries around the world. For individuals, foreign language communication and speech competence increases the ability to successfully realize one's potential in today's changing world, as it facilitates effective communication with representatives of other countries and nationalities. That is why foreign language communication and speech competence is an essential tool for future foreign language teachers in their professional communications.

Problem statement. The foreign language communicative competence of future specialists is a multifaceted phenomenon that includes: a set of sociocultural and linguistic knowledge, skills and abilities in using foreign language tools depending on the social and role situations of professional activity; cognitive and activity components, ensuring the unity of the communicative and professional culture of a specialist; cognitive, communicative and integrative functions of communication. (Лозинська, Курах, & Депчинська, 2022).

According to B. Chernyavsky, the structure of foreign language competence of future specialists combines: "a motivational component, which, in addition to motivation itself, also includes value-based and professionally significant personal qualities; linguistic competence, which manifests itself in a range of established foreign language knowledge as a special kind of knowledge that is a means of activating consciousness and its verbal expression in the process of forming thoughts and speech in a foreign language; speech competence, which involves the formation of foreign language skills, which are a complex of cognitive actions aimed at solving specific tasks based on the formed knowledge of foreign language activity." (Чернявський, 2021, с. 85-86).

Literature Review. The problem of forming and developing motivation among learners to acquire foreign language communicative and speech competence is currently attracting considerable interest among researchers.

For example, V. Bosa defines the linguistic competence of future foreign language teachers as 'a combination of foreign language knowledge, linguistic skills and abilities, and the use of a foreign language in conjunction with a strong motivation to master professional disciplines.' (Боса, 2018, с. 7).

Moreover, as the researcher rightly points out, "the development of language competence in future foreign language teachers in domestic pedagogical science and practice is of great social importance today in connection with Ukraine's integration into the world community, socio-cultural changes in Ukrainian society, the increasing openness of domestic culture, and the possibility of communicative interpenetration and interaction between different cultures both within our country and beyond its borders." (Боса, 2018, с. 1).

L. Berezovska believes that the following pedagogical conditions contribute to the formation of communicative and speech competence of future specialists: "integration of linguistic disciplines and professional disciplines in the process of forming communicative and speech competence of future social workers in higher education institutions; positive motivation of students to develop professional communicative and speech competence; active independent and practical activities aimed at developing professionally oriented speech." (Березовська, 2019, с. 22).

The need to stimulate young people's interest in improving their speech is affirmed, in particular, by V. Bosa (Боса, 2018, с. 13). . We agree with L. Berezovska, who believes that positive motivation of students to develop professional, communicative and speech competence is an important condition that contributes to the development of communicative and speech competence of future specialists (Березовська, 2019, с. 22). In other words, the need to develop appropriate motivation among students is indisputable.

Research Aims and Objectives. The study is devoted to the analysis of effective motivational methods for developing foreign language communication and speech competence in future foreign language teachers. The objectives of the study also include the description and analysis of effective techniques and forms of work with students to develop sustainable motivation and a value-based attitude towards foreign language communication and speech competence.

Presentation of the Main Research Material. It should be noted that the definitions of motivation found in scientific literature can be classified as either structural or procedural. In the first case, the motivation of learners to acquire foreign language communicative and speech competence should be viewed as a set of interrelated motivating factors or motives. Therefore, motivation for foreign language communicative and speech competence is determined by the need for this competence, personal goals related to the motivation of learners for foreign language communicative and speech competence, beliefs, personality orientation, etc. According to the second approach, motivation for foreign language communicative and speech competence among future foreign language teachers should be viewed not as a static but as a dynamic formation, as a process in the course of which incentives for activities aimed at improving the level of foreign language communicative and speech competence are formed, and purposeful activity in this regard is maintained. In other words, the latter refers to the dynamism of motivation, the possibility of developing sustainable motivation and a value-based attitude of applicants towards foreign language communicative and speech competence, in particular in the process of studying professional disciplines, which is important in the context of our research. (Гордієнко, 2025, с. 120)

In our research, we proceed from the assumption that motivation for foreign language communicative and speech competence is a system of motives that encourage future foreign language teachers to acquire knowledge and ways of learning, to consciously approach foreign language learning, and to demonstrate cognitive activity in acquiring foreign language communicative It should be noted that the educational

activities of future foreign language teachers aimed at developing foreign language communicative and speech competence are multi-motivated, i.e. driven not by one but by several motives that form a certain hierarchical structure and interact with each other.

At the same time, it should be considered that the motivational attitude of future foreign language teachers towards the formation of their own foreign language communicative and speech competence plays an important organisational role in determining the relevant activities. It gives a general direction to activities aimed at developing foreign language communication and speech competence of a certain focus, determines the end point, sets out a meaningful description of the desired state, i.e., the developed foreign language communicative and speech competence, and, accordingly, mobilises the energy resources of the applicants to achieve it.

There are various ways to develop appropriate motivation in future foreign language teachers, one of which is contextual learning. This is a type of learning in which the entire system of didactic forms, methods and means is used to model the subject and social content of the future professional activity of a foreign language teacher, and the acquisition of abstract knowledge is linked to this activity. To this end, active forms and methods of teaching should be used: analysis of specific situations, solving professional tasks, problem-solving methods, business and role-playing games, solving practical tasks, etc. The main thing is that all these forms and methods should, to one degree or another, represent the real features of the future profession, then the learning activity acquires personal meaning for the student, since it shows signs of the future profession and creates real opportunities for the transition from cognitive motivation to professional motivation. In this case, the main motivational load is placed on the professional motive – the desire to prepare as well as possible for the future independent activity of a foreign language teacher, in which foreign language communicative and speech competence plays a prominent role. (Гордієнко, 2025, с. 121)

However, since it is most expedient for future foreign language teachers to analyse specific professional situations, solve professional problems, conduct business and role-playing games, and solve practical tasks while studying professional disciplines, these disciplines were taken as a basis when formulating (and implementing) the first organisational and pedagogical condition. However, it should be noted that other disciplines, such as those in the psychological and pedagogical cycle, are also capable of influencing, to a greater or lesser extent, the development of students' motivation and value-based attitude towards foreign language communicative and speech competence.

It is well known that the formation of any motivation, in particular motivation to develop one's own foreign language communication and speech competence, involves the transformation of existing personal motivations (which may be fragmented, impulsive, unstable, dependent only on external stimuli or unconscious) into a mature and stable motivational sphere. To this end, during our classes with future foreign language teachers, we followed this sequence of actions: first, we actualised existing

motivational manifestations related to foreign language communication and speech competence: instead of suppressing them, it is important to support and reinforce already formed motives.

It is worth trying to create conditions for the formation of new motives related to foreign language communication and speech competence, promoting the development of stability, awareness and effectiveness of new motives. At the same time, work should be done to correct deficiencies in the motivational attitudes of future foreign language teachers: changing their internal attitude (which may be neutral or negative) both to their current opportunities for foreign language communication and speech competence and to the prospects for further development of this quality for future professional activity, which contributed to the formation of the need for foreign language communicative and speech competence; awareness of the need for professional communication skills in a foreign language; the formation of value orientations regarding the acquisition of foreign language communicative and speech competence; awareness of the value of foreign language communicative and speech competence for future professional activities; motivation to develop one's own foreign language communicative and speech competence, as well as the development of professional orientation and self-improvement.

One of the techniques we suggest using to develop motivation is ensuring positive interdependence between students when organising group work. As is well known, positive interdependence between group members is a key condition for the formation of motivation for learning activities (in this case, aimed at the formation of foreign language communication and speech competence) of students in the process of group work (Ihnatova, 2024). It arises when the success of the group depends on the effective work of each of its members. In particular, we used the following technique: each student received a grade, which was determined as the overall result of the group, calculated as the sum of individual grades, which stimulated both individual and joint activity. In such conditions, it was beneficial for students to cooperate, supporting each other in the educational process.

For example, when studying the topics 'Means of Communication', 'Quality of Communication', 'Culture of Communication', students can be given tasks that require active group interaction in solving various pedagogical situations. Such tasks require the identification of certain indicators of foreign language communicative and speech competence. At the initial stage of performing such tasks, students may experience difficulties, as they may lack sufficient motivation to develop their foreign language communication and speech competence, focus on self-improvement, practical speech skills and abilities, the ability to use a foreign language adequately and correctly in practice (to express thoughts, intentions, etc.), as well as the ability to apply speech knowledge in practice in the process of solving professional tasks and the ability to solve communicative tasks in the field of interpersonal interaction (Ihnatova, 2025).

Effective groups are characterised by the fact that their members not only accept the task of working together, but also feel an inner need to do so. They consciously and actively cooperate, focusing on a common goal – ensuring effective learning for all

participants. The common goal becomes an additional motivating factor, shaping students' responsibility for their own success as well as for the results of their peers and the group as a whole. The success of each individual is perceived as a shared victory, and the failure of one is perceived as a shared problem, which contributes to better learning outcomes compared to individual work. Students not only exchange information, but also provide mutual support, motivate each other and actively contribute to the achievement of common success. Such cooperation helps to accomplish didactic tasks, develops mutual trust and care, creating an atmosphere of sincere and trusting relationships.

The use of the method of duoethnographic dialogues in the study of foreign languages was proposed by J. Norris, R. Sawyer, D. Lund. The essence of the method is that two students, working in tandem, reflect, critically evaluate and even question various mentioned stories, events, interesting facts from their own biography, memories of which are inspired by the declared topic of the class. At the same time, it is important that the participants in the dialogue differ significantly in terms of worldview, life interests, cultural background, place of residence, etc. Duoethnographic dialogues are based on the use of qualitative methods of sociological research and consist of a combination of stories (important for improving speaking skills when learning foreign languages) and biographies (important in view of modern trends of personalized teaching in foreign language didactics). They can cover almost all aspects of students' lives (Norris et al., 2012)

For example, if the topic of the lesson is "British Universities", then before presenting your own story or showing a film on the given topic, the teacher asks students to discuss Great Britain in pairs, preferably with reference to their own biographies. Such conversations may refer to personal impressions of the country that arose as a result of tourist or educational trips, reading books, newspapers, magazines, watching feature (documentary) films, associations, interesting facts that students learned about from their own experience or from other people. Students can go further, reflecting on the questions, why the topic of the discussion is British universities, whether they consider it useful to study the educational traditions of other countries, whether it is at all possible to qualitatively get acquainted with the features of the British higher education system remotely (talking about it), whether it is necessary for this to have a personal experience of being in the system, etc. Duo-ethnographic dialogues are usually recorded on mobile cameras (recorders), which greatly simplifies further transcription. Watching (listening to) recordings the student gets an idea of his own beliefs and his partner's point of view regarding the discussed topic, compares the amount of available knowledge (how many and which British universities are known to him and his partner), thinks about the likely origin of the expressed views (for example, in the student's family, they believe that Britain is worth visiting only for shopping, entertainment or sporting events, and not for museums, theatres, cathedrals, educational institutions), makes predictive assumptions (e.g. identifies gaps in general knowledge that should be filled in the future). (Gromov I. et al., 2022)

In our opinion, one of the most effective ways to work with students to build lasting motivation and a positive attitude towards foreign language communication and speaking skills is to get them involved in different speaking clubs.

An example of such work is participation in the Peace Corps project in Ukraine in the area of youth development. In general, this youth development programme aims to help Ukrainian students successfully integrate into adult life by providing them with the necessary tools for a healthy, productive and active civic life. Currently, the Peace Corps is implementing this mission through Virtual Service Pilot — short-term projects lasting 12–18 weeks. The programme's partners include schools, vocational colleges, youth centres, extracurricular institutions, and non-governmental organisations. One of the key components of the programme is conversation clubs, which are held weekly in the form of Zoom meetings. We were particularly interested in these conversation clubs, as they provided future foreign language teachers with significant opportunities for development in the process of communicating with native speakers of foreign languages. It should be noted that the topics of these meetings are related to setting life goals for young people in Ukraine. A Peace Corps volunteer who was actively involved in the project invited interesting and successful people to talk to Ukrainian students. The American guests shared their experiences of achieving success, inspiring and motivating young people. These meetings provide young people with a unique opportunity not only to improve their live communication skills with native speakers and develop the career competencies necessary for building a successful professional career, but also, as the results of the study have shown, to a large extent contribute to the formation of foreign language communication and speech competence of future foreign language teachers, as we have noticed significant qualitative changes in the formation of such indicators of the studied quality as the need for foreign language communication and speech competence; awareness of the need for professional communication skills in a foreign language; the presence of value orientations regarding the acquisition of foreign language communication and speech competence; awareness of the value of foreign language communication and speech competence for future professional activity; motivation to develop one's own foreign language communication and speech competence; students have improved their practical speech skills and abilities; they began to use the foreign language more adequately and correctly in practice (to express thoughts, intentions, etc.), demonstrating the ability to apply speech knowledge in the process of solving professional tasks; they began to demonstrate a greater ability to solve communicative tasks in the field of interpersonal interaction. In addition, their interactive skills (the ability to cooperate, interact with students and colleagues in the process of oral and written communication), their ability to self-develop in terms of foreign language acquisition, and their convictive skills (confidence, determination, ability to convince students of the need to learn a foreign language), perseverance, purposefulness, etc.

Conclusions. Thus, in our opinion, a general life attitude focused not only on learning a foreign language but also on developing foreign language communication skills should become a key regulator of the behaviour and activities of future foreign

language teachers. The content of the teaching material plays an important role in shaping such values, as it helps to orient future specialists towards foreign language communication and speech competence. The gradual inclusion of complex individually and professionally significant situations allows enriching the experience of future foreign language teachers, forming in them a value-based attitude towards themselves, their chosen profession, and foreign language communication and speech competence as an important component of their overall professional competence. Therefore, the formation of stable motivation and a value-based attitude of students towards foreign language communicative and speech competence in the process of studying professional disciplines is one of the important organisational and pedagogical conditions for the formation of foreign language communicative and speech competence of future foreign language teachers.

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УДК 37.042-056.3:929

DOI: 10.31652/2786-9083-2025-6(2)-49-55

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НЕЙРОПЕДАГОГІЧНИЙ ПІДХІД У НАВЧАННІ: АНАЛІЗ ПРИНЦИПІВ РЕНАТИ ТА ДЖЕФРІ КЕЙН

Анотація. У сучасному технологічному та насиченому медіа світі традиційні підходи до викладання поступово втрачають ефективність. Навчання, побудоване з урахуванням принципів роботи мозку, є більш дієвим, оскільки воно спирається на природні механізми засвоєння інформації та сприяє активному залученню учнів. Проте ці принципи, сформульовані на ранніх етапах дослідження, часто неправильно інтерпретують, що призводить до поширення хибних навчальних теорій, які перешкоджають підвищенню ефективності освіти. Це дослідження має на меті проаналізувати всі 12 принципів, щоб уточнити їхні сучасні трактування та спростувати найбільш поширені хибні твердження. Встановлено, що неправильне трактування окремих принципів сприяє появі й застосуванню нейроміфів в освітній площині, зокрема, щодо стилів навчання, домінування однієї півкулі мозку та теорії множинного інтелекту.

Ключові слова: нейропедагогіка; нейроміфи; принципи навчання; аналіз принципів; навчання

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NEUROPEDAGOGICAL APPROACH IN EDUCATION: ANALYSIS OF RENATA AND GEOFFREY CAINE'S PRINCIPLES

Abstract. In today's technologically advanced and media-saturated world, traditional teaching approaches are gradually losing their effectiveness. Learning based on principles of brain functioning is more effective, as it relies on natural mechanisms of information processing and promotes active student engagement. However, these principles, formulated at early stages of research, are often misinterpreted, which leads to the spread of flawed educational theories that hinder improvements in educational effectiveness. This study aims to analyze all 12 principles in order to clarify their current interpretations and refute the most widespread misconceptions. It has been established that the misinterpretation of certain principles contributes to the emergence and application of neuromyths in education, particularly those related to learning styles, hemispheric dominance, and the theory of multiple intelligences.

Key words: neuroeducation; neuromyths; principles of learning; analysis of principles; learning

Актуальність. Педагоги стверджують, що сучасне покоління має помітну різницю у підході до навчання у порівнянні з попередніми. Сьогодні учні мають коротшу концентрацію уваги. Причиною є розвиток технологій та насиченість