

Отримано: 15 лютого 2024 р.

Прорецензовано: 29 лютого 2024 р.

Прийнято до друку: 4 березня 2024 р.

e-mail: m.fuad@ukr.com

ORCID ID: <https://orcid.org/0009-0001-3943-2447>

Web of Science Researcher ID: KAM-4754-2024

DOI: 10.25264/2519-2558-2024-21(89)-220-223

Shamsutdynova M.-S. Valuable aspects in the formation of motivation to study foreign languages in the context of the humanization of Ukrainian education. *Наукові записки Національного університету «Острозька академія»: серія «Філологія»*. Острог : Вид-во НаУОА, 2024. Вип. 21(89). С. 220–223.

УДК: 371.3:81'243.4(477)

**Mariam-Sofia Shamsutdynova,**  
Postgraduate student, Lecturer,  
Rivne State University of the Humanities

## VALUABLE ASPECTS IN THE FORMATION OF MOTIVATION TO STUDY FOREIGN LANGUAGES IN THE CONTEXT OF THE HUMANIZATION OF UKRAINIAN EDUCATION

*Ukrainian education marks significant changes in terms of humanization and integration into European educational spaces. One of the key components of this process is the formation of motivation for learning foreign languages, which is based on deep values that affect personal and professional development. Learning foreign languages is not only a tool for communication, but also a competition to expand horizons, develop intercultural competence and form an open worldview. This encourages self-improvement, self-awareness and self-confidence, contributing to professional growth as well as building a harmonious, tolerant society. The modern Ukrainian education system is focused on creating equal and mutually beneficial conditions for global integration processes. The article examines the axiological principles of motivation to learn foreign languages as a possible way to solve the problem of humanizing education. This approach is relevant in view of the increasingly widespread introduction of self-organization of life activities in higher educational institutions. The dominant value system of content and teaching methods in society, in particular foreign language teaching. However, there is a contradiction between the need for educational value communication in the process of learning a foreign language and the lack of resources for the realization of these values.*

*Axiological approach can be considered both from the set of value orientations of the sociocultural environment of the native speaker, and from motivational factors that affect the effectiveness of learning didactic material when learning a specific foreign language. This approach expands the mastery of language constructions without internal psychological protest of the student to a foreign language.*

**Key words:** motivation, intercultural integration, values, value approach, humanization, foreign language.

**Шамсутдинова Маріам-Софія,**  
аспірантка, викладачка,  
Рівненський державний гуманітарний університет

## ЦІННІСНІ АСПЕКТИ У ФОРМУВАННІ МОТИВАЦІЇ ДО ВИВЧЕННЯ ІНОЗЕМНИХ МОВ У КОНТЕКСТІ ГУМАНІЗАЦІЇ УКРАЇНСЬКОЇ ОСВІТИ

*Українська освіта відзначає значні зміни в плані гуманізації та інтеграції в європейські освітні простори. Однією з ключових складових цього процесу є формування мотивації до вивчення іноземних мов, яка базується на глибинних цінностях, що впливають на особистісний і професійний розвиток. Вивчення іноземних мов – це не лише інструмент спілкування, а й змагання для розширення кругозору, розвитку міжкультурної компетентності та формування відкритого світогляду. Це заохочує до самовдосконалення, самосвідомості та впевненості в собі, сприяючи професійному зростанню, а також побудові гармонійного, толерантного суспільства. Сучасна українська система освіти орієнтована на створення рівноправних і взаємовигідних умов для глобальних інтеграційних процесів. У статті розглядаються аксіологічні засади мотивації навчання іноземних мов як можливий шлях вирішення проблеми гуманізації освіти. Такий підхід є актуальним з огляду на все більш широке впровадження у вищих навчальних закладах самоорганізації життєдіяльності. Панівна система цінностей змісту та методів навчання в суспільстві, зокрема навчання іноземних мов. Проте існує протиріччя між потребою у навчальній ціннісній комунікації в процесі вивчення іноземної мови та браком ресурсів для реалізації цих цінностей.*

*Аксіологічний підхід можна розглядати як із сукупності ціннісних орієнтацій соціокультурного середовища носія мови, так і з мотиваційних факторів, що впливають на ефективність засвоєння дидактичного матеріалу при вивченні конкретної іноземної мови. Такий підхід розширює оволодіння мовними конструкціями без внутрішнього психологічного протесту учня до іноземної мови.*

**Ключові слова:** мотивація, міжкультурна інтеграція, цінності, ціннісний підхід, гуманізація, іноземна мова.

Ukrainian education is going through a period of significant changes aimed at humanization and integration into the European educational space. One of the key components of this process is the formation of motivation to learn foreign languages, where value aspects play a significant role. Increasing motivation depends on many factors, but this process is based on deep values that influence personal and professional development.

The modern Ukrainian education system pays considerable attention to the creation of equal and mutually beneficial conditions for integration into the educational systems of other countries. At the same time, in no case should one lose the specifics of education and upbringing in Ukrainian educational institutions. In this regard, in the process of learning in general and foreign languages in particular, it seems appropriate to use an axiological approach – a philosophical-pedagogical strategy that offers resources for improving the education system. The development and implementation of axiological attitudes and principles will allow the return of worldview positions and its system-value bases traditional for the Ukrainian consciousness.

The application of the axiological approach can be considered as one of the possible ways of solving the task of humanizing education. This is especially relevant given the fact that higher education today in practice increasingly adopts a specific form of self-organization of life activities, in which the object of education is placed in the position of a recipient of a complex of professional

knowledge and competences, outwardly indifferent to the problem of internal self-determination in the categories of the meaning of being.

Currently, scientists are paying attention to the fact that never before have the value systems accepted by mankind played such a decisive role in determining not only the content of human history, but also whether it will continue or end. Thus, what are called problems of values have a direct connection with the problems we have considered in the field of education.

Apparently, that it is impossible to carry out a full-fledged educational process without understanding that the system of value orientations of an individual is one of the most important subsystems of an individual. This system is formed and develops during a person's life. Her entire set of experiences, arising as a result of interaction with the surrounding reality, takes a direct part in this. This system ensures the formation of the psychological foundations of an individual, the adequacy of his behavior, the direction of his needs and interests.

At the same time, a stable system of values determines the maturity of the individual. It should be noted that human values, acting as strategic life goals and main determinants of life activities, determine the moral principles and rules of student behavior. In this case, the individual becomes the object of purposeful influence. And all interested society participates in this.

The dominant system of values in society also determines the methods of education of students. In this context, educational training deserves special attention, the development of which is inextricably linked with the trends that exist in this socio-cultural environment and are undoubtedly reflected in the methods of teaching foreign languages. Foreign language education has a contradiction, which consists in the fact that, on the one hand, there is a need for the organization of educational value communication in the process of learning a foreign language, and on the other hand, there is an insufficiently developed issue of resources for the realization of these values. All this often leads either to the rejection of education in general, or to the fact that the main task is the self-formation of a cultural and linguistic personality.

Analysis of modern views on the role and place of axiology in the educational process gives an idea of the peculiarities of its application in teaching foreign languages, which are of great importance in the development of social communications. In this context, it is interesting to consider the axiological approach both from the point of view of the set of value guidelines of the socio-cultural environment of the native speaker, and from the point of view of motivational factors that impact the effectiveness of learning didactic material when teaching a particular foreign language. (Shamsutdynova, 2023)

In the first case, it should be set in mind that the socio-cultural environment of a particular native speaker has its own value orientations, which may differ significantly from the value orientations of the socio-cultural environment of the subject of language learning, and sometimes be in conflict with them. Therefore, it is important not only to show a certain tolerance to existing features, but also to try to understand the historical roots of at least the main value orientations of this environment. This approach will help in mastering language constructions without internal psychological protest on the part of the student to the foreign language. (Shamsutdynova, 2020). Simultaneously, the desire to delve into the essence of the specified features of value orientations can become a sufficiently convincing incentive for studying didactic material.

We can consider the influence of sociocultural features of the learned language in the following paradigms: historical, linguistic, psychological, didactic, methodical, motivational and personal.

A historical perspective can provide a key to a deeper understanding of the value orientations of a particular society, which will undoubtedly be useful when studying the relevant language. Acquaintance with historical material, identification and assimilation of patterns that have arisen in the course of historical development enrich the student with knowledge applicable in communication with the studied socio-cultural environment.

From the point of view of linguistics, the knowledge of language development can provide an incentive for a deeper understanding of the subject's own language. This, in turn, will allow to increase the level of perception of value orientations of the socio-cultural environment as a whole. (Pavlenko, 2013)

As for the psychological compatibility of the subject of knowledge with the language being studied, perhaps this is the most important aspect for the effective perception of educational material. A decisive factor in the interested study of a foreign language is the student's internal motivation. Thus, the perception of educational material through the relevant value orientations of the socio-cultural environment plays not the least role in learning a foreign language. (Sliwka, 2020)

There are general didactic principles that are used in language learning, but at the same time, the specifics of a specific language may require the use of separate effective didactic methods. Some examples of successful didactic methods include:

«Philosophical conversation» – promotes the development of thinking and imagination, teaches to think intelligently, apply knowledge to justify judgments and conclusions, develops creative abilities;

«Labyrinth» – helps to develop the speed of orientation and involvement of knowledge in conflict situations, when several ways of solving the problem are possible;

«Brainstorming» and «Aquarium» are aimed at forming analytical abilities and creative thinking.

From a methodological point of view, the subject-integrated study of languages fully justifies itself. Studying this or that subject in a foreign language, the student improves his knowledge of the studied language along with his knowledge of the subject. With this method, language learning becomes more targeted, since language acts as a tool for solving specific communicative tasks. In addition, students have the opportunity to get to know the culture of the studied language better, which leads to an increase in their socio-cultural competence.

A significant amount of language, which passes through students, allows them to better delve into the language environment, and work on various topics – to learn specific terms, certain language constructions, which, in turn, helps to replenish the student's vocabulary with subject terminology. All this becomes a good basis for further study and application of the acquired knowledge and skills. Learning a foreign language and a basic subject at the same time is an additional means of achieving educational goals and has a positive effect on both language learning and the subject itself. (Shamsutdynova, 2022)

When defining the main principles of the methodological approach of CLIL in different European countries, four main aspects are distinguished, covering the cultural and linguistic environment and aimed at solving subject and educational tasks. Each of the four aspects is realized differently depending on the age of the students, the socio-linguistic environment and the degree of immersion

in CLIL. The following elements (4 «C» of the CLIL methodology) are characteristic of classes in the CLIL format: Content – content, Communication – communication, Cognition – cognitive abilities, Culture – cultural knowledge. (Oxford, 2017)

It is obvious that the key booster in learning a foreign language is the personal motivation of the subject of study. At the same time, value orientations that exist in a specific society in a specific historical period of its development are important. So, for example, the motivation for learning German during the Second World War was the desire to learn and use the language of the enemy for the benefit of victory, while in modern times the desire to withstand competition on the labor market serves as a significant motivation.

Extrapolating axiological approaches to other areas of pedagogical activity, it can be noted that the teacher, organizing the educational process, must firmly adhere to the system of values that corresponds to the current state of society. This is important because any deviations, errors, or intentional or deliberate distortions in the value system can negatively affect the students' perception of educational materials. A negative consequence of this can be either value disorientation or deviation from the true sets of values that contradict the features of the socio-cultural environment.

Analyzing the modern practice of teaching foreign languages, as well as the educational process as a whole, one cannot fail to note the absence of a structured axiological system, despite the active implementation and use of modern pedagogical and information technologies. The value approach is applied only by a limited number of enthusiastic teachers. However, there is an urgent need for this, since a person who has learned certain values can act effectively both professionally and in ordinary conditions of existence in a socio-cultural environment.

In our opinion, the «technocratic» approach to learning foreign languages is particularly important in the formation of value orientations to learning foreign languages. Digital media open up new opportunities for communication and presentation that go beyond traditional classrooms. The main goal is not to replace analog educational materials, but to significantly supplement them and thus enrich the educational experience.

It opens up the possibility of greater flexibility and individuality in learning and acquiring knowledge, which can be used to support students with different levels of learning. For example, you can achieve success in the learning process by forming smaller learning groups with the same level of success. Students can be supported in a more targeted way and individual progress can be more easily tracked.

When it comes to the practice of preparing for External Independent Testing in foreign languages, the tests cannot cover the variety of value aspects that students must master. The current challenge in this context is to modernize the foreign language assessment system through the prism of axiological principles and postulates. Otherwise, we may get a critical mass of students whose goal will be to apply their knowledge exclusively to the labor market. (Bondarchuk, 2017)

It is important to note that modern methods of teaching foreign languages face the important task of educating the younger generation in European democratic values that are of great importance to Ukrainian society. Education will play a key role in shaping these values, in particular through the use of various information resources and interactive teaching methods.

The development of personal qualities such as critical thinking, tolerance, acceptance of diversity, and openness to new things are important components of fostering interest in learning a foreign language. These qualities contribute to the understanding and testing of European democratic values reflected in language structures and the use of foreign languages.

Data assets in education foster a global instructional space, enabling Ukrainian society to engage with the outside world, adopt best practices, and develop civic mindfulness for effective law-based governance.

In this context, the implementation of effective interdisciplinary education in a foreign language meets the requirements of forming value orientations in the learning process, as it includes the methodology of learning foreign languages and developing subjective qualities of a personality. These two elements, which influence each other, can implement the axiological component in the educational system. (Boyko, 2016)

Mastery of the methodology of educational and cognitive activity is characterized as learning competence – the ability to effectively self-educate. This ability consists in conscious and independent goal setting, selection of adequate methods, reflective self-assessment and self-regulation of one's learning activities. In other words, the student acts in the role of «I am the teacher». (Sukhomlynska, 1997)

This position reflects the main qualities of the learner's personality as a subject of learning activity, in which independence and creativity ensure self-determination and self-development in the learning process. In this context, creativity is understood as creativity manifested in the creation of a personal language product in a foreign language. The student is self-determined, self-realized, self-developing. All of this differentiates the subjectivity of learning activities. (Rokeach, 1973)

In this aspect, the axiomatic approach allows us to consider student autonomy not only in terms of learning strategies and actions, but also in terms of the processes of cognition and reflection in this activity. This means that students not only perform various learning tasks, but also actively analyze their own activities, evaluate their progress, identify their strengths and weaknesses, and change their learning strategies. This approach activates the basic understanding and evaluation of the learning process, as well as the development of critical thinking and self-analysis, which are important aspects of student personality development.

The individual's realization of themselves as a subject of action is linked to their ability to reflect on their learning experiences, process them through individual consciousness, and form experiences based on this, indicating a student's formation as an object of learning with specific educational and cognitive competencies.

Therefore, axiological approach can help humanize education by addressing the issue of internal self-determination. Higher education often focuses on life activities, presenting the object of education as the recipient of professional knowledge. Understanding an individual's value orientations is crucial for a comprehensive educational process, as it influences their maturity, moral principles, and societal impact. However, there is a contradiction between the need for educational value communication and insufficient resources for implementation.

#### References:

1. Bondarchuk, O. I. (2017). Formation of axiological competence of future foreign language specialists in the conditions of using innovative learning technologies. *Scientific notes of the National University «Ostroh Academy». «Philological» series*, No. 25, 24-28.

2. Boyko, O. (2016). Pedagogical conditions for the development of axiological culture of future foreign language teachers. *Pedagogical education: theory and practice*, № 22, 105-110.
3. Oxford, R. L. (2017). *Teaching and Researching Language Learning Strategies: Self-Regulation in Context*. Routledge.
4. Pavlenko, A. (2013). *The Bilingual Mind: And What It Tells Us about Language and Thought*. Cambridge University Press.
5. Rokeach, M. (1973). *The Nature of Human Values*. New York: Free Press.
6. Shamsutdynova, M.-S. (2023). Valuable aspects of intercultural communication in the process of learning foreign languages. *Visnyk of Ivan Franko Zhytomyr State University. Pedagogical Sciences*, Issue 2 (113).
7. Sliwka, A., Frank, S. (2020): Family creates opportunities. Why home is crucial for educational success and how parents can be strengthened when supporting their children's learning. *Vodafone Foundation*. Düsseldorf.
8. Shamsutdynova M.-S. (2022). Implementation and strengthening of the axio-pedagogical orientation of future foreign language teachers in the conditions of the development of modern Ukrainian education. *Implementation of modern technologies in science. Pedagogy*» (pp. 323-325). Varna, Bulgaria. ISBN 979-8-88862-815-7. DOI: 10.46299/ISG.2022.2.13.
9. Shamsutdynova, M.-S. (2020). Motivation to learn foreign languages in the context of European integration processes: Axiological paradigm. In European integration of Ukraine amidst Russia's war against Ukraine: The role of academic and civic communities. *Proceedings of the International Scientific and Practical Conference within the project «EU-Eastern Partnership: Future Paths for Activating Joint Initiatives of Academic and Civic Communities in Ukraine»* (620395-EPP-1-2020-1-UA-EPPJMO-SUPPA-EU-EaP).
10. Sukhomlynska, O. V. (1997) Values in the education of children and youth: the state of development of problems. *Pedagogy and psychology*. No. 1. P. 107–111.