

УДК 378.1

DOI: 10.26140/anip-2019-0802-0060

**XXIX ВСЕМИРНАЯ ЗИМНЯЯ УНИВЕРСИАДА В КРАСНОЯРСКЕ КАК ФАКТОР
МОТИВАЦИИ ИЗУЧЕНИЯ СТУДЕНТАМИ “SURVIVAL ENGLISH”**

© 2019

Шмелева Жанна Николаевна, кандидат философских наук, доцент,
доцент кафедры «Иностранный язык» ЦМСиб*Красноярский государственный аграрный университет
(660049, Россия, Красноярск, пр. Мира, 90, e-mail: shmelevazhanna@mail.ru)*

Аннотация. Всемирная зимняя универсиада 2019 (всемирные студенческо-молодёжные спортивные соревнования), которая проходила в Красноярске в марте нынешнего года, уже вошла в историю. Это была первая зимняя Универсиада на территории Российской Федерации. Начиная с сентября 2012 года, проводилась заявочная кампания Красноярска на получение права проведения данного мероприятия. Выбор города не случаен, поскольку Красноярск выразил желание, готовность и возможность провести Студенческие игры. Столица региона является одним из центров студенчества в стране, где располагается не только значимый Сибирский федеральный университет, но и другие высшие учебные заведения. 9 ноября 2013 года члены FISU в Брюсселе избрали Красноярск столицей XXIX Всемирной зимней Универсиады 2019 года. Организационный комитет по подготовке и проведению зимней универсиады в Красноярске был образован согласно указу Президента Российской Федерации 14 января 2014 года. Именно с этого момента началась интенсивная подготовка к проведению мероприятия. Одним из главных направлений подготовки, помимо создания инфраструктуры и строительства грандиозных спортивных объектов, стало обучение и подготовка студентов Красноярских вузов для работы в качестве волонтеров и стюардов (контролёров-распорядителей). К ним предъявлялись высокие требования и, помимо необходимого пакета документов, волонтеры и стюарды должны были обладать такими качествами как: ответственность, стрессоустойчивость, коммуникативные навыки, знание иностранных языков, склонность к командной работе, умение держать себя в руках, не вступая в конфликт, способность следовать конкретным инструкциям, толерантность и др. Именно коммуникативные навыки на иностранном языке, по мнению автора, являются одними из ключевых моментов успешной работы волонтеров и стюардов на Универсиаде, поскольку география соревнований включала участников из 56 стран. Подготовка стюардов и волонтеров также проводилась на базе ФГБОУ ВО «Красноярский ГАУ» Институтом дополнительного профессионального образования, входящим в структуру университета. Кафедра «Иностранный язык» оказывала посильную помощь в подготовке стюардов. Цель автора статьи проанализировать влияние Всемирной зимней универсиады на мотивацию студентов к изучению иностранного языка (в том числе “Survival English”). В ходе написания работы автор последовательно решает следующие задачи: рассмотреть понятие мотивации, проанализировать сущность раздела иностранного языка “Survival English”, представить практический опыт подготовки студентов к общению на иностранном языке в условиях реальной коммуникации, подтвердить положительное влияние масштабного спортивного мероприятия на мотивацию студентов к изучению иностранного языка. Использовались методы включенного наблюдения, анализ, синтез, обобщение, анкетирование.

Ключевые слова: иностранный язык, XXIX Всемирная зимняя универсиада, мотивация, волонтеры, стюарды, реальная коммуникация, подготовка, имплементация, анкетирование, английский для выживания, методика преподавания.

**XXIX WORLD WINTER UNIVERSIADE IN KRASNOYARSK AS A FACTOR OF MOTIVATING
STUDENTS FOR LEARNING “SURVIVAL ENGLISH”**

© 2019

Shmeleva Zhanna Nickolaevna, candidate of philosophical sciences, associate professor,
docent of the department of “Foreign Language”*Krasnoyarsk State Agrarian University
(660049, Russia, Krasnoyarsk, pr. Mira 90, e-mail: shmelevazhanna@mail.ru)*

Abstract. The World Winter Universiade 2019 (world student and youth sports competitions), which was held in Krasnoyarsk in March this year, has already gone down in history. It was the first winter Universiade in the Russian Federation. Since September 2012, Krasnoyarsk was conducting an application campaign for the right to hold this event. The choice of the city is not accidental, as Krasnoyarsk expressed the desire, willingness and opportunity to hold Student games. The capital of the region is one of the centers of students in the country, which is not only a significant Siberian Federal University, but also other higher education institutions. On November 9, 2013, FISU members in Brussels elected Krasnoyarsk as the capital of the XXIX World Winter Universiade 2019. The organizing Committee for the preparation and holding of the winter Universiade in Krasnoyarsk was formed according to the decree of the President of the Russian Federation on January 14, 2014. It was from this moment that the intensive preparation for the event began. One of the main areas of training, in addition to the creation of infrastructure and construction of grand sports facilities, was the training and preparation of students of Krasnoyarsk universities to work as volunteers and stewards (controllers-supervisors). They had high requirements and, in addition to the necessary documents, volunteers and stewards had to have such qualities as: responsibility, stress resistance, communication skills, knowledge of foreign languages, a tendency to team work, the ability to control themselves without entering into conflict, the ability to follow specific instructions, tolerance, etc. According to the author, communicative skills in a foreign language are one of the key moments of successful work of volunteers and stewards at the Universiade, as the geography of the competition included participants from 56 countries. Training of stewards and volunteers was also carried out on the basis of FSBEI HE “Krasnoyarsk SAU” by of the Institute of additional professional education. The Department of “Foreign language” provided all possible assistance in stewards’ preparation and training. The purpose of the article is to analyze the influence of the World Winter Universiade on the motivation of students in learning a foreign language (including “Survival English”). In the course of writing, the author consistently solves the following tasks: to consider the concept of motivation, to analyze the essence of the section “Survival English”, to present the practical experience of preparing students to communicate in a foreign language in terms of real communication, to confirm the positive impact of a large-scale sports event on the motivation of students to learn the foreign language. Methods of inclusive observation, analysis, synthesis, generalization, questioning were used.

Keywords: foreign language, XXIX World Winter Universiade, motivation, volunteers, stewards, real communication, training, implementation, questioning, English for survival, teaching methods.

Statement of the problem in general and its connection with important scientific and practical tasks. It is a well-

known fact that the main purpose of teaching foreign languages in a non-linguistic university is the development of communicative competence, student's personality, willingness and capability to participate in intercultural communication in a foreign language and organization of student's self-improvement in his future life. These are the principles of student-centered learning [1], [2], [3], [4]. The quality of achieving the goal depends primarily on the motivation and needs of the individual. It is no secret that motivation has a huge impact on all human activities, including the educational activities of the student.

The problem of motivation in teaching and learning arises in each subject at the university. Methods of motivation development and stimulation taking into account the specificity of the subject are developed in the appropriate methods and textbooks [5], [6]. However, the problem of motivation in learning foreign languages in the non-linguistic university is particularly acute. Faculty members should apply all their enthusiasm, charisma and efforts in order to motivate the students to learn English. There are a lot of ways discussed in the literature that help students develop motivation and facilitate teachers' stimulation of this process.

The purpose of the article is to show that the large-scale sport event like the XXIX World Winter Universiade 2019 held in Krasnoyarsk, Russia in March, 2019 can serve as a powerful motivation factor for the students of the non-linguistic university to learn English, basically its part "Survival English". The following *tasks* were solved by the author in the research process: to consider the concept of motivation in psychological and pedagogical literature, to analyze the essence of such part of learning English as "Survival English", to present the practical experience of preparing students (volunteers and stewards) to speak in a foreign language in terms of real communication, to confirm the positive impact of the large-scale sport event on the motivation of students to learn the language. The following methods were used: inclusive observation, analysis, synthesis, generalization, questioning.

Analysis of recent studies and publications where aspects of the problem are shown. The term motivation has come into use to explain human and animal behavior. It should be noted that the main methodological principle that determines the scope of research of motivational processes in Russian psychology is the position of the unity of the two sides of motivation: dynamic and meaningful-semantic. This principle is directly linked to the study of such problems as a system of human relations (V. N. Myasishev [7]), the ratio of sense and meaning (A. N. Leontiev [8]), the integration of faith and their semantic context (S. L. Rubinstein [9]), the orientation of the personality and the dynamics of behavior (L. I. Bozhovich [10]), the orientation of the activities (P. Ya. Halperin [11]), etc. Domestic scientists give much attention to the problem of motivation in teaching foreign languages considering it to be an indispensable component of successful mastering of the language (I.A. Zimnyaya [12], L.I. Bim [13], E.I. Passov [14], I.B. Minaeva [15]). Moreover, special attention is given to motivation of learning a foreign language in the non-linguistic university where the English language is not the profile discipline (L.V. Tyurina [16], E.V. Chervova [17], S. V. Efimenko, A. K. Yurov [18], N.V. Antonova, Zh. N. Shmeleva [19]). All the above-mentioned ideas prove the topicality and relevance of the researched problem.

Presentation of the main material of the article. It is worth noting that, like any type of motivation, training motivation is characterized by a number of specific factors for training activities. First of all, it is determined by the educational system, educational institution, where educational activities are carried out; secondly, by the organization of the educational process; thirdly, by the characteristics of the student (age, gender, level of intellectual development, ability, level of claims, self-esteem, its interaction with society, etc.); fourth, by subjective characteristics of the teacher and his relationship to the student, to the case; fifth, by the specifics of the educational subject. In the works of domestic

teachers and psychologists motivation is defined as a complex multi-level regulator of human activity and behavior. Consciously-volitional is the highest level of regulation of behavior. A motivated student is a student who is aware of his motives and values, who is able to make decisions in a situation of conflict of motives and feelings, to formulate his position, to justify and defend it, to make a decision taking into account different positions, to act arbitrarily and purposefully. Educational motivation, which grows out of the need for new experiences, is undergoing significant changes in the course of learning at the university. Educational activities also include social and conscious motives, while each of these components is dynamically changing at each stage of training.

Modern psychologists and teachers are united in the fact that the quality of performance and its result depend primarily on the motivation and needs of the individual; it is motivation that causes purposeful activity that determines the choice of means and methods, their ordering to achieve goals. Motivation is therefore the "trigger" (I.A. Zimnyaya) of all human activities: be it work, communication or knowledge. The problem of motivation in teaching arises in each subject. However, the problem of motivation to learn foreign languages is particularly acute. Researchers of the issue of motivation give data on its reduction. It is noteworthy that before the study of a foreign language and at the beginning of the language learning the students are usually highly motivated. They want to speak a foreign language with their peers; they are eager to recite poems and sing songs in a foreign language; read and learn about other countries. But when the everyday process of mastering a foreign language begins, which needs to possess self-discipline and self-organization, the attitude of students is changing, many of them are disappointed. After all, this process involves a period of accumulation of "building blocks", the stage of inevitably primitive content, overcoming a variety of difficulties, which pushes the achievement of the goals that were dreamed of. As a result, motivation decreases, counter-activity disappears, the will aimed at mastering becomes lower. This is a widely observed pattern associated with the study of a foreign language at school and at university.

There are many ways to encourage students to learn a foreign language. The teacher must imagine the entire arsenal of motivational tools and techniques to achieve the main goal of learning a foreign language, for example: showing your own love and enthusiasm for language (a good teacher can transmit his love, loyalty and great desire for learning English to his students); creating a favorable atmosphere in the classroom (creating motivation to learn a foreign language and to communicate is impossible without creating a friendly atmosphere in the classroom, in the lessons you need to create a situation of success, it is important to educate children a sense of optimism and self-confidence); meetings and discussions with native speakers (another incentive that increases the interest of students to learn a foreign language, because during the discussions, students have the opportunity to practice speaking with native speakers and develop listening skills, as well as to realistically assess their level of language, which makes deepen their knowledge of a foreign language); work with authentic materials (the development of skills of adequate communication and mutual understanding with native speakers implies the formation of socio-cultural competence, so up-to-date teaching materials in foreign languages include authentic materials that allow to adapt the contents of the training material to real situations in which students can be presenting themselves in everyday life); application of information and communication technologies (these technologies not only give students the opportunity to keep up with the times, but also make the learning process more interesting, makes learning problematic, creative, research-oriented); extracurricular activity that includes listening to music, Internet communication, translation of the poems, watching original cartoons and movies with or without subtitles, taking part in on-line Olympiads (this

type of activity helps to overcome the difficulties in learning and self-affirmation of students, because it allows them to reveal their capabilities and abilities, increases the space in which students can develop their creative and cognitive activity, to realize their best personal qualities, to demonstrate those abilities that often remain unclaimed in the classroom). Certainly this list can be prolonged and added by many more examples.

The author of the article would like to complement one more factor that can increase the motivation of students for the English language learning. The large-scale sport event like the XXIX World Winter Universiade 2019, held in Krasnoyarsk, is considered to be one of the real motivators for students' learning of "Survival English". Krasnoyarsk was chosen as a place for holding Winter Universiade in 2013. In 2014, after the President's Decree the intensive preparation for the event began. Great investments, creation of infrastructure, construction of grand sports facilities were fulfilled. And also one of the key successful elements of the Universiade was the training and preparation of students of Krasnoyarsk universities to work as volunteers and stewards (controllers-supervisors). They had high professional and personal requirements such as: responsibility, stress resistance, communication skills, knowledge of foreign languages, a tendency to team work, the ability to control themselves without entering into conflict, the ability to follow specific instructions, tolerance, etc. According to the author, communicative skills in a foreign language are one of the key moments of successful work of volunteers and stewards at the Universiade, as the geography of the competition included participants from 56 countries and students working there for almost one month had to implement their knowledge of English.

Training of stewards and volunteers was carried out on the basis of FSBEI HE "Krasnoyarsk SAU" by the Institute of additional professional education. The Department of "Foreign language" provided all possible assistance and support in teaching "Survival English". The questions come: "What is "Survival English?" and "What is its purpose?". To be short, we can summarize its essence in the following ideas. Survival English is needed not for free communication with foreigners, but for solving the most urgent problems: greetings, farewells, asking for help, asking for the way, buying a ticket, calling for help. The convenience of "Survival English" is that it will help to communicate not only in the UK, the USA and other English-speaking countries, but also in many other countries where English is used as the language of international communication. "Survival English" includes the basic expressions: phrases of politeness, greetings, goodbyes, requests for help, as well as about 500 basic English words. It is also desirable to know the grammar at least at a minimum level – it will help to put words in a more or less understandable expression, multiplying several times the benefits that can be derived from a small vocabulary. It is not necessary to learn all the verb tenses. It is enough to know the basic tenses, basic irregular verbs and be able to build a question and negation. Moreover, it is quite simple to learn basic words, "chunks" and phrases yourself, but the difficulty is also to understand the answers of your interlocutors.

It is important to mention that FSBEI HE "Krasnoyarsk state agrarian university" has been implementing a special program in foreign language training in the following directions: 38.03.02 "Management", 38.03.03 "Human resources management" and 44.03.04 "Pedagogical training (in directions)". 85% of these students worked as stewards at the Winter Universiade 2019. They worked at sport centers, in medical centers, assisted delegations of foreign sportsmen. The students of these educational programs learn English for four years, which for sure creates the solid base for the development of communicative competence. Nevertheless, there was a great need to conduct additional training and master-classes in "Survival English".

We used the following techniques and materials in or-

der to improve spoken English skills. Firstly, we gave great attention to the use of the "Imperative Mood", as this grammar phenomenon is used by people almost every moment of communication in order to give commands, direct the activities, forbid the actions and invite to mutual cooperation. The list of special orders was developed and included phrases like: "Please proceed to ...", "Turn right (left)", "Take a seat", "Go straight", "Please, stretch your arms aside and stand straight", "Please walk through the metal detector", "Turn the device on", "Get the lap top out of the bag and turn it on", "Take out all the metallic items and walk through the metal detector", "Open your bag, please", "Stop your actions", "Show your accreditation", "Get the phone out of the bag and put it in the tray", "Put your bags on the conveyor belt of the x-ray machine", "Describe your problem", etc. Next helpful grammar material was connected with the use of Modal Verbs and their substitutes. We learnt phrases like: "You are not allowed to ...", "You can pass with this type of accreditation", "That's all right, you may pass on", "You mustn't smoke in this building", "This item is prohibited, you may not take it with you", "The size of the flag must not exceed 2 meters", "Can I help you?", etc.

And for sure, speech etiquette or the so-called "Small talk" was absolutely indispensable in the process of preparation. The author of the article used a famous "Small talk. More Jazz Chants" course by Carolyn Graham, Oxford University Press. This audio course contains 15 Units among them: Greetings; Introductions, Identifying self and others; Saying Good-bye; Giving and Receiving Compliments; Expressing ability or inability to do something, giving encouragement; Inviting, Accepting, Refusing; Giving and Receiving Thanks; Asking for and Giving Information; Expressing Confusion and others. All widely used phrases like: "Hi, how are you?", "Nice to meet you", "Have a nice day", "See you tomorrow", "Thanks, I appreciate it" are accompanied by music and repeated many times, which facilitates memorizing of the material. Students downloaded the tracks into their mobile phones and listened to them during the day. Also the author developed a list of the so-called "Speech Patterns" like: "I would like to ...", "I would like you (him, her, us) to ...", "I'm going to ...", "It is necessary to ...", "It takes 5 minutes to ...", "I'm looking forward to ..." that helped students communicate and sound polite. So, all these techniques helped the students relax, memorize the material and successfully implement their knowledge of English in practice.

In conclusion, the author considers it necessary to give some statistical data. We conducted the questioning of students before and after the XXIX World Winter Universiade. Before the Universiade only 33,5 % of students were really motivated for learning English and were going to use it in future. After the sport event, when the students plunged into the situation of real communication and were forced to use their language skills, this number according to the second questioning has dramatically increased up to 81%. The students of the Krasnoyarsk state agrarian university were working at the stadium "Crystal Arena" where all hockey matches were held and had to talk with teams from Slovakia, Canada, the USA, Hungary, Japan, Switzerland, Sweden, and the Czech Republic. So, after the end of the Universiade they show greater desire for learning the language, expressing their ideas in English and they plan to work as volunteers and stewards in future sports events that will for sure take place in Krasnoyarsk due to the developed sports facilities. So, the main idea of the article proves to be effective and reliable.

REFERENCES:

1. Егармин П.А., Петрова И.А. Студентоцентрированное обучение в информационно-образовательной среде вуза//Дистанционное и виртуальное обучение. 2016. № 2 (104). С. 18-26. Минтус О.М. Студентоцентрированное обучение как один из путей развития современного образования//Культура, наука, образование: проблемы и перспективы Материалы II Всероссийской научно-практической конференции. Ответственный редактор А.В. Корицко. 2013. С. 141-142.
2. Лопанова Е.В., Галаянская Е.Г. Организация студентоцентри-

рованного обучения в медицинском вузе // *Международный журнал прикладных и фундаментальных исследований*. – 2015. – № 8-4. – С. 751-754. URL: <https://applied-research.ru/ru/article/view?id=7235> (дата обращения: 07.02.2019).

3. Плотникова Г.Г. Актуальность перехода к студентоцентрированному обучению в практике самостоятельной работы студента вуза // *Вопросы образования и науки: теоретический и методический аспекты* сборник научных трудов по материалам Международной заочной научно-практической конференции: в 7 частях. 2012. С. 129-131.

4. Огорелкова Н.И., Мельничук В.А. Студентоцентрированное обучение как процесс достижения запланированных результатов, установленных образовательными стандартами. // *Вестник Сибирского института бизнеса и информационных технологий*. 2014. № 2 (10). С. 90-93.

5. Подласый И.П. Педагогика: 100 вопросов - 100 ответов: учеб. пособие для вузов. М.: ВЛАДОС-пресс, 2004. - 365 с.

6. Изучение мотивации поведения детей и подростков, под ред. Божович Л. И., Благонравина Л. В. – М.: Педагогика, 1972. – 352 с.

7. Мясищев В.Н. Психология отношений М.: МПСИ, 2005. – 158 с.

8. Леонтьев А.Н. Деятельность. Сознание. Личность. М.: Смысл; Академия, 2004. – 352 с.

9. Рубинштейн С.Л. Бытие и сознание. Человек и мир. (Мастера психологии). СПб.: Питер, 2003. – 512 с.

10. Божович Л.И. Проблемы формирования личности. Под редакцией Д.И. Фельдштейна. Вступительная статья Д.И. Фельдштейна. – 2-е изд. – М.: Институт практической психологии, Воронеж: МОДЭК, 1997. – 352 с.

11. Гальперин П.Я. Психология как объективная наука. – М.: Изд-во Института практической психологии, Воронеж: НПО МОДЭК, 1998. – 480 с.

12. Зимняя И. А. 3-62 Психология обучения иностранным языкам в школе. – М.: Просвещение, 1991. – 222 с.

13. Бим И.Л. Методика обучения иностранным языкам как наука и проблемы школьного учебника. М.: Русский язык, 1977. – 288 с.

14. Пассов Е.И. Основы коммуникативной методики обучения иноязычному общению. М.: Русский язык, 1989. – 276 с. – ISBN 5-200-00717-8.

15. Минаева И.Б. Мотивация успеха – необходимое условие овладения иностранным языком. // *Иностранные языки в школе*. 2009. № 2. С. 42-45.

16. Тюрина Л.В. Мотивация и её роль в обучении иностранным языкам студентов неязыковых вузов // *Методика преподавания иностранных языков: традиции и инновации* Сборник научных трудов по материалам международной научно-методической конференции-вебинара: в 2-х частях. 2016. С. 197-202.

17. Червова Е.В. Мотивация как инструмент повышения эффективности обучения иностранным языкам в неязыковом вузе // *Экономика и общество в условиях турбулентности внешней среды* Материалы II международной научно-практической конференции. 2017. С. 155-157.

18. Ефименко С.В., Юров А.К. Психологическая характеристика мотивации учения и ее роль в обучении иностранным языкам в техническом вузе // *Вестник Таганрогского государственного педагогического института*. 2009. № 2. С. 312-317.

19. Антонова Н.В., Шмелева Ж.Н. Повышение мотивации студентов на уроках иностранного языка в неязыковом вузе // *Вестник Красноярского государственного аграрного университета*. 2015. № 3 (102). С. 223-228.

Статья поступила в редакцию 28.04.2019

Статья принята к публикации 27.05.2019