

Formation of Professional Motivation among Japanese Female Business Major Undergraduate Students through English Language Instruction

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Abstract

This action research study was carried out in an all-female private women's university in Tokyo, Japan, during two semesters in the 2019 academic year. The results of the study demonstrate that by creating situations of authentic professional nature, and involving students in a professionally meaningful communication, it is possible to achieve positive changes in professional value-based motivation and attitude to study English.

Key words: value-based motivation, psychological needs, professional English learning motivation

Modern Japan is undergoing a rapid rethinking of the traditional gender-biased business management education. According to modern Japanese politicians (The Prime Minister of Japan and His Cabinet, 2020), the number of female graduates with economic and business management education should steadily increase to fill in the working force needed to revive the economy of the country. This trend suggests the need for a closer understanding of what a modern Japanese female business manager should be like, what qualities she should have, and what teaching policies and methodologies her education at a university should be based on.

The study of English by non-English major students is one of the priority tasks for the globalization of modern Japanese universities. Specialists in business, for example, need to gain English knowledge that will contribute to expand communicative interactions in the professional sphere, and provide a much greater availability of information corresponding to their specialty.

Literature Review

Studies of psychological factors that predict performance as the most frequently measured indicator of success (achievements) traditionally refer to two major groups of variables: intellectual, on the one hand, and motivational and semantic, on the other. For many years, starting with the works of Simon (1953), psychologists had considered psychometric intelligence, measured by intelligence tests, as the most influential predictor of academic achievement. However, studies conducted in the last 30 years have convincingly shown that motivation and variables associated with it, such as self-determination, are very substantial, independent of the

intellectual capacity, comparable with it and even superior to it in its contribution to the prediction of professional and academic achievements.

Gradually, recognition of the role of motivational and personal value factors came into educational psychology. Nowadays motivation is presented in one way or another in all modern theories of achievements, such as the Moenks' multifactor model (2002), and WISC model by Sternberg (2005). At the same time, the criteria for assessing achievement have also changed. Achievement is seen now as a high level of effectiveness of results, excellence or competence in a field chosen by a person (Mayer, 2005), and not just an original high intellectual potential.

Motivation is an energizing force that induces action (Pinder, 1998). It relates to decisions (conscious or unconscious) that involve how, when, and why we allocate effort for a task or activity. The best definition of motivation is found in Mitchell's work (1997), who describes it as psychological processes involving "arousal, direction, intensity, and persistence of voluntary actions that are goal-directed" (p. 60). Arousal is essentially the motivational process of being interested in a goal (such as a student being interested in earning good grades), while direction is the process of actually selecting a goal and choosing to pursue it (i.e., the student setting a goal to earn As in all his/her classes in a semester). Intensity relates to the amount of effort that one puts forth in pursuit of a goal (i.e., how much the student chooses to study), and persistence or perseverance refers to one's continued pursuit of a goal, even in the face of challenges (for example, continuing to strive for As even after being sick and having missed a week of classes). Motivation, therefore, relates to what we pursue (arousal and direction) and how we pursue it (intensity and persistence).

It is known that the success of a performance depends on a plurality of factors, such as social, psychological as well as pedagogical. The professional or academic motivation is among the key problems facing modern educators. A large number of studies conducted in the framework of academic and professional motivation was devoted to the autonomy and control in the educational environment of schools and universities. Recognizing that a variety of factors can influence the learning situation, the authors of the Self Determination Theory consider two types of teacher orientations to directly affect the autonomy need satisfaction. Some teachers are confident that their task is to assure the students they do everything correctly, and that they should convince students to do the tasks exactly as they are told. They are controlling teachers. However, other teachers consider it important that the students learn from the experience of their own successes and failures and try to solve problems on their own, rather than relying on what the teacher tells them to do. They are autonomy-supportive teachers (Deci, Ryan, 2008).

A teacher who supports a student's autonomy has the following characteristics: they spend less time talking, less time holding teaching materials in their hands and do not give solutions to the problems quickly, but spend more time listening, and give students more time on independent work (Reeve et al., 1999). As Deci and Ryan wrote, "... the pressure and control

from adults can push the classroom off and quench interest in learning even among talented students” (1995, p. 128). Alternatively to controlling behavior, they recommend that parents and teachers support a sense of competence in children, value independence, and help to strive for independence—by offering choices (options), reducing control, providing feedback reflecting their progress in mastering the subject and sharing their feelings.

At the moment, professional education of future business managers in Japan cannot be considered full-fledged if it is limited only to the knowledge of finance and economics. There is a consistent and ever-increasing need for the formation of a new manager—proactive, responsible, independent, able to think and act unconventionally in unusual circumstances, respectful and thoughtful for teammates or partners, in other words, be not only academically but also professionally motivated.

The value of English education is that it can integrate and contextualize information from other disciplines, communicate practical knowledge, and educate professional values and qualities. In the process of English language instruction, Japanese university teachers can facilitate the development of professional value-based motivation among their students through specially organized activities aimed at the fulfillment of educational and professional needs, helping students to discover meanings and values related to the future profession.

The result of successful support aimed at assisting students in solving cognitively and professionally significant tasks in English is the personal discovery of meanings, values, and motives of educational and future professional life. The development of professional motivation, expressed in the enrichment of a person with intrinsic values, meanings and motives of professional life, occurs through a change and expansion of the circle of academic activities and is caused by increased emotional attitude of the individual to the surrounding educational and professional environment.

In this regard, the task of updating the educational process in the university, creating conditions for the pedagogical support of the students in the course of their professional development becomes urgently relevant. The primary goal of such support should be the formation of a professional personality by the means of English language. The right educational program could integrate the efforts of teachers aimed at developing professional motivation at various aspects of the foreign language. As a result, the teacher will have a rational idea of professional motivation of her or his students and can flexibly guide the process of learning English under this goal.

The students’ attitude to study is a major criterion for the development of professional value-based motivation that reflects their academic needs and interests, awareness of the practical significance of the studied disciplines, and aspiration to master the professional knowledge. Attitude to study, of course, reflects in the motivation that determines the student’s choice of their university major. Previous research and personal experience of the author suggest a certain number of students consider studying in university as a necessity, dictated by

the desire to get a diploma and gain a certain social status in the future. These students are not always interested in future professional activities, are not sure of the right choice or negatively related to the future profession. As a rule, their attitude to study is characterized by extrinsic motivation based on achievement values, such as passing tests and exams, obtaining a diploma, which leads to a rather low participation in the educational process.

Such attitude, no doubt, negatively affects both the quality of study and personal development, since only active participation in educational activities enhances students' interest, and contributes to the emergence of intrinsic values for educational and professional activities. Observing students' attitudes toward learning indirectly allows the author to analyze their attitude to the profession in general, i.e., their professional value-based motivation.

The interdependence and mutual influence of students' attitudes and their learning and professional motivation is noted by Kuzmina and Rean. The Russian researchers repeatedly emphasized that successful and unsuccessful students differ more in the degree of the development of professional motivation than in their intellectual abilities (1993, p. 154). High achievement students strive to master the profession at a high level, focusing on obtaining professional knowledge and practical skills. For lower-achieving students, "first, it was important to avoid punishment for poor study, not to lose a scholarship, etc." (1993, p. 351). Thus, the attitude to study as a way of learning, entering the innate sphere of the students' values, shows the level of development of their professional value-based motivation. The attitude of students to study is determined by such indicators as the constructs of their educational motives, active participation in the class activities, and academic success, which is a manifestation of efficiency of their personal professional value-based motivation.

For future specialists in the field of business in Japan, the minimum qualification requirement is a knowledge of English for professional purposes. In this regard, the motivation to gain professionally necessary knowledge, skills, and abilities, includes the motivation to learn English. The attitude to English study, therefore, is one indicator of the students' attitude to vocational training in general.

Research Hypothesis

Research hypothesis states that the formation of professional value-based motivation among female business major university students in Japan will increase the effectiveness of their professional training, if teachers use a comprehensive combination of the basic psychological needs support approaches. Pedagogical support of the development of professional English learning motivation will be more effective if situations are accompanied by emotional support of the students' basic psychological needs, enriching the value-motivational sphere of their personality and developing a positive attitude to the professional activity.

Participants and Methodology

Participants. The experimental study was carried out in the Business Design department of a private women’s university in Tokyo, Japan, where first-year students participated an in-depth study of English for professional use during two semesters in the 2019 academic year. The aim of the study was to test the main hypothesis, which suggests that the use of the specially designed structural-functional model in teaching English to business major students will provide an increase in their professional value-based motivation.

Four lecturers of the Business Design department were asked to voluntarily participate in this study. Two lecturers were assigned to teach control groups (Teacher A and Teacher C) and the other two (Teacher B and Teacher D) underwent faculty development training and were assigned to teach the experimental groups.

Eighty-six first-year students, who studied in groups with the affiliated teachers during the Spring and Fall semesters of 2019, voluntarily took part in the study after signing consent. Teacher A was in charge of a class of 22 students, Teacher C—a class of 23 students, Teacher B—a class of 20 students, and Teacher D taught a class of 21 students.

English learning motivation criterion. At the beginning of the experiment, the students from the control and experimental groups underwent preliminary testing according to the Rean method in the modification of Badmayeva “Methodology for the diagnosis of educational motivation”, adapted to the English language (2004) (translated by Yazawa). The test material of the methodology is presented in the Appendix. The purpose of testing was to determine the initial level of learning motivation among the students. At the last stage, a comparison between the experimental and control groups was carried out using the same criteria. The analysis was conducted according to the Mann-Whitney U test criterion.

There were no statistically significant differences between the experimental and control groups at the beginning of the experiment, according to the Mann-Whitney U test, which confirmed their uniformity. The data obtained are presented in Table 1. This also means that the comparison of the control and experimental groups after the experiment is reliable.

Table 1: Motivation for Learning English before the Experiment

Motive	Control (M)	Experimental (M)
External	3,09	2,97
Utilitarian-pragmatic	2,27	2,32
Communicative	2,09	2,13
Cognitive	2,31	2,28
Professional	1,92	1,97
Social	2,85	2,80

Attitude to study criterion. To determine the following criterion for the development of professional value-based motivation—students’ attitudes toward learning English—the author analyzed the students’ written feedback to the question “Why do I learn English?” The students were asked to reflect how they started to learn English, express if they have a desire and need to improve their proficiency in the language, and reasons they had to continue learning it.

The researcher received interesting answers testifying that most students (69.8%) were interested in the English study, and 37.2% of them were aware of the importance of studying the language for their future professional activities. However, the attention should be drawn to the fact that in their essays about the professional significance of English the students used standard, common phrases, such as “I hope to work internationally, which is impossible without the English language” (Student A), “to be a successful businesswoman is impossible without the knowledge of English” (Student B), “knowledge of the language will be beneficial for my professional growth” (Student C), “the knowledge of English will help me get a prestigious job” (Student D), “parents told me that the English language will be a kind of norm, standard, which is the key to the future professional success” (Student E). These common responses showed a presence of more “imposed” rather than internalized value-based motives of studying English.

The analysis of responses allowed the author to determine that the students noted their wish to communicate with foreigners (46.5%) as the main motive to study English, followed by the opportunity to travel around the world (36%), potential for self-development and means of obtaining information (25.6% each), and finally the pleasure of being able to speak the foreign language (17.5%).

The students, in whose responses professionally significant motivation to study English occupied a primary position and contained a clear awareness of the connection between knowing the language and their future professional life were assigned to the highest level of professional value-based motivation group (36.6% of the students in the experimental and 35.6% in the control groups). The students, who formally recognized the importance of English but did not give a specific description of its connection with the future profession, were assigned to the average level of professional value-based motivation group (46.3% in the experimental groups and 51.1% in the control groups). The students who did not aspire to learn English and did not see its further application in their professional activity (17.1% in the experimental group and 13.3% in the control group) were assigned to the low professional value-based motivational group.

The Experiment

In the theoretical part of the study, it was established that the right support of the student autonomy in the classroom is an important condition for the development of professional value-based motivation. The author conducted specially designed psychological and pedagogical training program for the teachers during the spring break of 2019. It comprised seven 90 minute

lectures followed by three practical workshops, lasted two weeks and was aimed at teachers mastering the techniques of complex psychological impact and productive pedagogical communication. The main method of complex psychological impact in the process of forming English learning motivation for the students of business major were defined as autonomy-supportive techniques that satisfy basic psychological needs.

Positive emotions are achieved not only through satisfying students' basic psychological needs but also through implementation of adequate didactic methods and techniques that provide actualization of positive emotional states in students and are expressed in the removal of emotional stress and feelings of anxiety in the classroom.

To determine the students' personal emotional perception of their future profession, the researcher conducted an additional study using the "emotional associations" method, which comprises associations that are caused by the concepts related to educational and professional activities.

From a wide range of concepts related to professional life, the author chose a few that had the potential to generate emotionally painted association among students. They comprised the following words: my profession, vocation, university, purpose, colleagues, professional plan, values, and leadership.

At the beginning of the experiment, students in the experimental and control groups were proposed to reflect on the above concepts and write their associations with the words. When processing the results of the survey, all associative phenomena presented by the students were qualified as positively emotionally colored (such as achievement, interest, prestige, stimulus, success, etc.), negatively emotionally colored (boredom, routine, uncertainty, error, misunderstanding, etc.), or devoid of emotional coloration (studies, work, teacher, office, need, wage, competition, etc.).

The researcher collected 515 associations, of which 221 were positively emotionally colored, 149 were negatively emotionally colored, and 145 lacked emotional coloring (neutral). The ratios of positive, negative and neutral emotional relations in the experimental and control groups were almost equivalent.

Based on the distribution in the responses of positively, negatively or neutrally colored associations, the author identified three levels of emotional attitude to the professional life in both groups as positive, negative or neutral. The results of the survey are presented in Table 2.

Table 2: Emotional Attitudes to the Professional Life

Attitude	Experimental groups		Control groups	
	Number of students	%	Number of students	%
Positive	17	41.4%	18	40%
Negative	9	22%	11	24.4%
Neutral	15	36.6%	16	35.6%

The obtained results revealed that more than half of the students did not associate positive emotions with their future professional life and the development of professional knowledge. Many of them thought of their future profession indifferently or experienced fear and boredom.

The author believes that one cause of the low numbers of positively colored associations is a purely rationalistic emotionless transmission of knowledge that is directly responsible for the formation of value-based relationships to its mastery. Teachers are usually more concerned about an optimal level of participation in the activity, while students' emotional attitudes to it are rarely considered. In this regard, the author sought to transform the process of studying the English language in such a way that emotional and value-forming style of learning is prioritized in the classroom, and the content of the presented educational material facilitates positive emotions.

Emotional and motivational methodology as one of the dominant approaches to English language teaching provides personal inclusion of students in the educational process, and their value-semantic perception of educational material. It is only possible when the emotional openness of a teacher, their sincere interest is present. Students sensitively perceive the attitude of the teacher, their interest or indifference, which significantly affects students' motivation to study.

Emotional and motivational teaching style is based on teachers' empathy, and their ability to organize educational processes dialogically. The teachers who took part in the experiment were given instructions on how to build relationships with students based on emotional communication, cooperation, and respect. The teachers were taught how to avoid controlling language, and to frequently use autonomy-supportive phrases such as "What is your opinion/assessment of the problem?", "I am interested in your attitude/opinion/point of view", or "Give me your interpretation of the event/fact/phenomenon". In this way, the teachers encouraged students to reflect, to discover their opinion on the subject, to value English knowledge and skills for professional purposes, to realize the social and personal significance of English for the chosen profession.

This style of teaching encourages self-reflection, self-discovery, self-revelation of creative abilities, and valuable relationship to the world in general and professional field in particular. In addition, it promotes the adoption of emotionally colored style of communication, cooperation and mutual respect, fulfills the students' needs for autonomy, competence and relatedness.

At the beginning of the experiment, the author instructed teachers of experimental groups to support learner autonomy in their classrooms as much as possible. With this purpose, the teachers let the students in experimental groups decide what theme should be studied or what newspaper articles should be read provided a selected choice of material. Such a style of pedagogical communication not only stimulated the personal interest in the studied material but also helped students to feel the ownership in the educational process, providing an autonomous and creative approach to learning. The students could not help but prepare for the

task, because they themselves took part in the selection of the topics and felt responsible for implementation.

One way to facilitate positive emotional states in students was to use little-known authentic material from periodical press, capable of provoking the emotion of wonder, sense of new discovery, and even professional interest. When studying the theme “Tourism and hospitality management”, the teachers offered the students in the experimental groups to read a business article “The road to Mordor” which described new tourist routes developed in New Zealand. The routes passed through the places where a widely popular film “The Lord of the Rings” was shot. This article invariably caused vividly expressed interest to read and discuss the material. The text directly affected the professional interests of students, introducing them to new information and showing the possibilities of creative approaches in business.

The observations conducted by the author during the experiment showed that the use of emotionally satisfying situations in the classroom significantly increased the activity of students, actualized manifestation of latent (hidden) emotionally colored value orientations that allowed to develop further motives, aspirations, and needs to self-expression in English. In the process of sensory experiences emotions embodied in the inner world of the young people’s universally valid values which are professionally significant, became internally accepted, gained on a personal level.

The researcher observed that at the beginning of the experiment students in the experimental groups were shackled and afraid to express unconventional views, entered dialogue only when they were directly asked and watched for a reaction from the teacher. After three or four sessions conducted in the emotionally enriching way, the author saw positive changes in the students’ behavior, who expressed more confidence, participation and initiative, and thus growth of cognitive interest.

Observation of students in the course of research and experimental work had shown that the employment of English lessons to create positive emotions and value-based attitudes led to the development of a qualitatively new personal relationship between the teachers and students. Trust between the participants of the educational process gave the students an opportunity to more openly express their personal points of view and positively perceive, evaluate, and accept the points of view of each other. In this way, the exchange of personal meanings and values that contributed to the enrichment of the value-motivational sphere of the students was successfully accomplished. Comfortable and friendly atmosphere in the classes contributed to the students’ intention to prepare for lessons, creatively solve tasks, and reveal their individuality.

To study changes that had occurred in the emotional attitudes to the business profession and future professional life after the experimental work, the author gave the students the same “Emotional associations” questionnaire she used at the beginning of the developmental experiment.

The researcher had received 520 associations, 236 from the experimental groups and 284

from the control groups. The responses of students in the experimental groups were dominated by positively colored association (63.4%, the growth of 22%). There was a noticeable reduction in the number of associations, deprived of emotional coloring (down to 17.1%) (Table 3).

A significant decrease in the number of associations deprived of emotional coloring shows the efficiency of the chosen methods used in the experiment. However, the remaining high number of negatively emotionally colored associations confirmed the author’s belief that the creation of a positive attitude to a chosen profession and professional work should be done on all levels of the educational process, across all disciplines. Nevertheless, the increase in the number of positive emotional associations testified for the increased level of satisfaction with a chosen professional path among the students.

In the control groups, the dominance of positively colored associations was observed in 51.2 % of students (up by 11.2%); the number of associations, deprived of emotional coloring, decreased by 11.2%; and the number of negatively colored associations was the same as at the beginning. The results account for limited attention paid in these groups to the development of a positive attitude to their professional life in the English language classroom.

Table 3: Growth Dynamics of Students’ Emotional Attitudes to the Professional Life

Attitude	Experimental groups				Control groups			
	Start (people)		End (people)		Start (people)		End (people)	
Positive	17	41.4%	26	63.4%	18	40%	23	51.2%
Negative	9	22%	7	17.1%	11	24.4%	11	24.4%
Neutral	15	36.6%	8	19.5%	16	35.6%	11	24.4%

The obtained results show, in the first place, that high emotional involvement in the English language classroom did not leave the students in experimental groups indifferent to the process, demanded their internal reflection and assessment of the studied material, and gradually turned students to the positive perception of it and its place in the content of the future professional life.

In other words, this study showed the necessity to employ emotions in the pedagogical process which inevitably enrich the value-motivational sphere, develop a positive attitude to the professional activity and desire for self-realization through the profession.

Discussion of the Results

At the end of the experiment, a re-examination of students in the control and experimental groups was carried out using the Rean’s motivational scale in the modification of Badmaeva “Methodology for the diagnosis of educational motivation of students”, adapted for the English language motivation (Appendix).

To confirm the effectiveness of the structural and functional model developed and

implemented in this study, the author used both a quantitative analysis in the form of a comparison of average values between samples and a qualitative analysis in the form of assessment of qualitative parameters in the control and experimental samples. The calculations were carried out using the nonparametric Mann-Whitney U test for comparing values' means between the experimental and control samples.

English Learning Motivation Before and After the Experiment

To test the effectiveness of the model, a comparison was made between the samples before and after the experiment. The most quantitatively significant upward trend in the experimental groups was in the average indicators (M) of professional and educational-cognitive motives; and downward—in the controlled motivation, manifested through external and introjected motives (Table 4).

Table 4: Changes in Motives before and after the Experiment

Motive	Before the experiment		After the experiment	
	Control Group (Mean)	Experimental Group (Mean)	Control Group (Mean)	Experimental Group (Mean)
External	3,09	2,97	3,02	1,56
Utilitarian-pragmatic	2,27	2,32	1,96	3,30
Communicative	2,09	2,13	2,50	3,13
Cognitive	2,31	2,28	2,47	3,75
Professional	1,92	1,97	1,97	3,58
Introjected	2,85	2,80	2,66	2,00

The results are interpreted as follows: the students in experimental groups changed their attitude to the foreign language, began to show interest in the professional content of the educational material, and lost interest in the external and introjected goals. This trend is manifested in the increase of average means of educational-cognitive and professional motives in the experimental groups after the exposure. A significant decline in the average indicators of the external and introjected motives demonstrates lower students' interest in the study of English solely for the sake of passing tests, to graduate from university without problems, or to avoid condemnation, punishment from teachers and parents.

The author also noted a quantitative increase in the average indicators of communicative and utilitarian-pragmatic motives, which was interpreted as an increase in students' interest in the process of communicating in the foreign language; as well as the possibility that the students began to consider English as one means of achieving their life goals, as a means associated with professional career growth and more stable financial situation in the future.

After implementation of the proposed pedagogical model, students in the experimental groups became less motivated by the need to be among academically successful students, to get

approval of their teachers, to be in good standing with them, and to get good grades. They also demonstrated a higher level of professional value-based motivation for learning English than students in the control groups. However, to fully confirm or refute the claim that the experiment was successful, the author feels the need to scrutinize results addressing each criterion separately.

Attitude to Study

At the end of the experiment, the author again invited the students to write an essay on the topic “Why am I learning English?”. Received work allowed the author to notice internal changes that occurred to the students in the experimental groups, not only in their attitudes to English study but also in their general position to learning, their plans for the future. The number of students interested in English study increased to 82.9% in the experimental groups and to 77.8% in the control ones, but the number of students who understand the importance of English for their future professional activities and professional improvement, had a greater increase in the experimental groups than in control groups, and amounted to 56.1% and 42.2%, respectively.

Analysis of the written work in the experimental groups showed, first of all, deep awareness of the importance of learning English, and second, the effect of its study on the personal value systems. The following excerpt from the work of an experimental group student shows a positive impact of the pedagogical support provided in the experiment, and changes in her attitude to studying English:

“Frankly, I wanted to know everything, but it is impossible. However, with each passing day during these two semesters, I was more and more convinced that someday I would know, understand and be able to speak English as I do Japanese. After all, we live in a time when people can swing from one country to another, from one continent to another; when countries trade with each other, build economic relations. Now, becoming a second-year student and studying many business subjects, I want to say that some of them must be interesting and useful to study in English. And for me, as a future successful woman—global affairs are of fundamentally important value, because I want to work in a foreign company, which requires business professional skills, as well as high English skills.”

In this way, the analysis of changes in relation to education showed positive dynamics in the experimental groups, where the number of students with high levels of motivation rose to 63.4% versus 34.1% at the beginning of the experiment. The number of students with low motivation plummeted to as low as 1.6% against 29.3% at the beginning of the experiment. In the control groups, the number of students with high indicators of their attitudes toward studies rose to 48.2% (41.4% at the beginning of the experiment), and with low indicators dropped to 6% (16.8% at the beginning of the experiment).

Academic Achievement

The results of the conducted experiment show that most students in the experimental groups accepted positive value-based changes for all selected criteria and indicators. Analysis of final examination results for both courses (Reading and Discussion and Introduction to Business English) in the spring of 2020 allowed the author to identify the changes that occurred in relation to the students' academic performance. Since the author adhered to the point of view that professional value-based motivation to study English is a powerful incentive for obtaining significant knowledge and often can compensate for lack of linguistic abilities, the success in English studies reflects the development of professional value-based motivation.

The obtained results showed that the level of performance increased in the experimental and in control groups. In the experimental groups, 61% of the students demonstrated a high level of academic performance (growth of 19.6%), in the control groups—51% (growth of 4.3%).

Conclusion

The author believes by creating situations of authentic professional nature, including students in a professionally meaningful communication, and adequate psychological support, it was possible to achieve positive changes in the level of development and structure of professional value-based motivation and attitude to study English among Japanese female business major students took part in the experiment.

Meaningful and thought-facilitating education is a necessary condition for personal and professional development of college students in Japan, and is an important social objective, and the author finds it crucial to direct the educational process on implementing those aforementioned. During the time of university study, young people not only gain theoretical knowledge but also develop personal and professional qualities. For individuals involved in professional education, to solve personal and professional tasks in their own interests and the interests of the society, it is necessary to obtain a specially organized pedagogical support from the teachers.

The process of learning English aimed at the development of professional value-based motivation will proceed effectively only when adequate pedagogical support is applied, ensuring compliance of the lesson content and the needs and interests of students. The pedagogical support for the formation of students' professional value-based motivation in the process of learning English will be successful if we create situations of professional nature that develop professional interest and need for professional activity in the foreign language classroom. Such situations will allow students to get involved in a professionally meaningful communication, activate their awareness and internalization of values of professional life, and must be provided through emotional support of students' basic psychological needs, enriching the value-motivational sphere of their personality and developing a positive attitude to English and the

chosen profession. Creating conditions for pedagogical support to form professional value-based English learning motivation among non-linguistic students becomes realistic through the implementation of the proposed educational program presented in this study.

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Appendix

Motivation to Study English. Rean and Yakunin Questionnaire (Translated by Yazawa)

Why do you study English?

Evaluate your motives for learning English according to the 5-point system: 1 point corresponds to the minimum significance of the motive and 5 points to the maximum.

- 1 English is useful to me in my future profession.
- 2 To ensure success in my future professional life.
- 3 To be a competitive specialist.
- 4 In order to, when encountering foreign partners, give complete answers to pressing questions related to the field of my future professional activity.
- 5 I want to make full use of my inclinations, abilities, in particular in English, to my chosen profession.
- 6 In order to keep up with friends who study English.
- 7 To work with foreigners or work abroad.
- 8 I want to be among the best, successful students.
- 9 I want to be in the highest proficiency class.
- 10 To make acquaintances and communicate with foreigners.
- 11 The knowledge of English will allow me to achieve everything I dream of.
- 12 English is necessary to pass an exam (test), to graduate from the university.
- 13 To avoid punishment from the teacher or parents for poor performance.
- 14 I want to be a respected person in my class.
- 15 I do not want to lag behind the group members; I do not want to be among the lagging students.
- 16 The level of my material security in the future depends on my knowledge of English.
- 17 I want to pass TOEIC with the highest score in my group.
- 18 I just like to learn foreign languages.
- 19 Once in college, I am forced to study it in order to graduate.
- 20 Because I want to be ready for the next lesson.
- 21 To continue studying in the next year, obtain answers to specific educational questions.
- 22 To acquire deep and solid knowledge of English.
- 23 Because I want to engage in scientific activities in the future, and the English language is useful for that.
- 24 Any knowledge, including knowledge of English, is useful for my future profession.
- 25 My future professional activity, where English is useful, will allow me to benefit (me, my family, society, etc.).
- 26 I want to become a highly qualified specialist.
- 27 Be in good standing with the teacher.
- 28 Seek approval from the parents.
- 29 I study for the sake of fulfilling my duty to parents.
- 30 Because knowledge of English gives me confidence.
- 31 Because my future career position depends on success in learning English.
- 32 I want to get a good grade in English in order to have an advantage over others.

When processing the test results, calculate the average indicator for each item according to the table below.

Processing of test results

Motive	Question numbers
Scale 1 Communicative motive (affiliation motive)	7, 10, 14, 30
Scale 2 External (Motive of Avoidance)	6, 12, 13, 15, 19
Scale 3 Introjected motive (social positional, motive of identification):	8, 9, 27, 28, 32
Scale 4 Educational-cognitive motive	17, 18, 20, 21, 22, 23, 24
Scale 5 Utilitarian-pragmatic motive	11, 16, 25, 29, 31
Scale 6 Professional motive	1, 2, 3, 4, 5, 26

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