FORMATION OF POSITIVE MOTIVATION FOR STUDENTS IN HIGH SCHOOL

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The problem of motivation and taking into account the needs of the student's personality is central to the organization of the educational process in higher education. The motivation to learn is a central determinant of the level of learning energy and willingness to learn and thus the absorption of knowledge and skills. Motivational and personal aspect is associated with the formation of positive learning motives and personal qualities of the future specialist, effective goals, as motives and goals are important determinants of professional activity. The structure of the student's motives, which is formed during the study period, is the core of the personality of the future specialist. Thus, the development of positive learning motives is an integral part of the process of teaching and educating students [13, c. 667-686].

The word "motivation" comes from the Latin word "movere", used in conjunction with "Move" it can be translated as the main thing that drives us and guides us. Two researchers, Edward L. Dechi and Richard M. Ryan, studied basics of motivation in the 1980s. They emphasize that motivation is not the only construction, but "there are different qualitative manifestations of motivated actions" [7, c. 223-238]. According to their self-determination theory, motivation depends on fulfilling three basic psychological needs: competence, social integration and self-determination.

Motivation is not only motives, but also situational factors (influence of different people, specifics of activity and situation, etc.). Situational factors are quite dynamic, changeable, which creates significant opportunities to influence them and human activity in general. The intensity of motivation depends on the strength of the motive and the importance of situational determinants of motivation (requirements and influence of other people, the complexity of tasks, etc.) [11, c. 61-70].

Learning motivation is a collective term for theoretical constructs that provide the answer to the question “Why does a person learn?” or “What drives the person to learn?”. Some of the most important constructs of motivation to learn are intrinsic and extrinsic motivation, interest, expectations and values, goals and the achievement motive [15, c. 68–78].

Internal and external factors stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. David Meyers stated, that “Motivation as a need or desire serves to energize behavior and to direct it towards a goal” [12, c. 297].
Jones, G., Jennifer M. defined motivation, as “psychological forces that determine the direction of a person's behavior, and a person's level of effort, and a person's level of persistence in the face of obstacles” [9, c. 427].

Impact of motivation on learning of students in the education is very important. Motivation is an element of the learning process, the result of which is educational activity, which acquires for students a specific meaning. This creates a lasting interest in it, and external goals are transformed into internal needs of the individual.

Each teacher, striving to strengthen the motivation of their students, should work in three areas:
- to involve as many motives as possible;
- to increase the motivation of each of these motives;
- to actualize situational motivational factors, which acquires for students a specific meaning [6, c. 960-964].

In accordance with the stages of the educational process are most studied the following types of motivation: a) introductory (activates students' learning activities, promotes the formation of the primary desire to master it, arouses interest in learning); b) current (provides optimal pedagogical communication in the learning process, promotes the formation of a lasting interest in educational activities and supports this interest at all stages).

For each of these types of motivation there are different ways to create it and, accordingly, different methods and forms of organization. So, in particular, the introductory motivation is carried out in the form of conversation, story. At the same time, it is possible to use various techniques: attitude to the person, to the situation, motivation of interest, etc. Instead, the current motivation is created by different methods in accordance with the stages of formation of educational activities: in the process of explanation (conversation, lecture, story); during the implementation of practical classes (solving problems and tasks, performing laboratory work); in the process of various types of control (current, final, final, etc.) [14, c. 8-13].

And in the context of the formation of motives in the process of teaching university students, the question inevitably arises as to what motives should be formed. This is not just a question of finding and selecting a particular motive in order to form it, but to determine the optimal structure of the motivational sphere of the student [1, c. 102–104].

Some researchers consider cognitive motives (broad cognitive, educational-cognitive, motives of self-education) to be the most adequate for educational activity However, this does not mean that cognitive motives are always leading in the structure of learning motivation [3]. According to Tymoshenko V., leading in the structure of educational motivation are communicative, cognitive and social motives, the most effective of which is the motive of achievement - the desire to succeed in professional activities [5]. Leontiev O. emphasizes that the teacher has the right to decide for themselves what kind of motivation of pupils (students) should be relied on in the first place – communicative, cognitive, aesthetic or playful [2].

According to the analyzed works of domestic and foreign scientists who deal with the problem of forming positive motivation for the educational and cognitive process, we can identify the following conditions that affect the formation of positive motivation for educational and cognitive activities of students, namely:

1) professionalism of the teacher (desire and ability to teach);
2) attitude to the student as a competent person;
3) promoting student self-determination;
4) development of positive student emotions;
5) the organization of learning as a process of cognition;
6) the use of methods that stimulate educational and cognitive activities;
7) awareness of the immediate and ultimate goals of learning;
8) professional orientation of educational activity;
9) the availability of the content of educational material offered by the teacher in class;
10) constant creation and "reinforcement" of the situation's success for insecure students etc. [1; 5; 7; 10; 11; 13].

The most common reasons for lack of motivation in high school students are: learning against their will; wrong choice of profession; unawareness of the importance of the material; various distractions; underloading or overloading; fatigue, lack of concentration; fear and apprehension.

Thus, we can formulate generalized recommendations to high school teachers on ways to increase students’ motivation in issuing educational tasks:
1. Use an individual approach to students, use differentiated learning tasks.
2. Compose tasks of optimal complexity for all levels of knowledge acquisition by students
3. Give students the right to independently choose tasks, support the student's interest (for example, choosing the topic of the abstract, choosing the type of installation for course design, etc.).
4. Provide novelty of tasks and do everything possible to interest the student.
5. Create favorable conditions for the implementation of the educational task (by providing sufficient time to complete the task, stimulate students, explain the motive (why the educational tasks are performed) [4].

To sum up, we can make the following generalizations that high school teachers should take into account that the motives of all students are different and it is necessary to use as many motives as possible and also to take into account the complexity of educational tasks for all levels of knowledge acquisition. And in our opinion the methods of cooperative learning are most consistent with certain conditions for the formation of positive motivation of the educational process and they will help to increase the success of educational activities of high school students.

References:


