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Motivation as an effective means of foreign languages training of future teachers

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Abstract. The article analyzes scientific research on the essence of the motivation of educational activity, determines the priority motives, optimal structure of the motivational sphere of future teachers, sources of motivation, sustainability of educational motivation. Based on the analysis of methodical literature and own practical experience, recommendations were formulated to increase students' learning motivation.

Keywords: *motivation, learning motivation, motives, future teachers, higher educational institutions.*

Introduction. Every year humanity is faced with global problems: the consequences of tsunamis, Covid pandemics, suffering from hunger in Africa, Lebanon, Pakistan, territorial wars. As a result of Russia's full-scale invasion in Ukraine, humanity suffered a tragic experience from economic losses, losses of the energy system, human potential, parents and relatives. Ukrainians and the entire European community shuddered from the horrors of human grief, loss of childhood, widespread mutilation. Ukrainians start every day in a black-outs, without heat, water, but with a persistent desire for victory, life, love for everyone, with a desire for self-education and constant thirst for knowledge and self-improvement. In such difficult times, in bomb shelters Ukrainians listen to motivational speakers of the world with the help of Internet while generators have been working (Grant Cardone, Nick Vujicic, Brian Tracy, Zig Ziegler, Tommy Robbins, Arnold Schwanneger, etc.). Their positive mood and energy inspire us to increase commitment,

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productivity, enthusiasm to succeed. Nowadays, motivation is considered to be the target task of modern reality – a challenge of life. Ukraine needs good motivation for reconstruction, rehabilitation, preparation for new specialties and knowledge, re-training. Today we must speak about motivation in our Motherland Higher Educational System. The range of Ukrainian laws (“About Higher Education”, “About Education”, “About scientific and technical activity”, other normal acts and world agreements create conditions for strengthening the cooperation of state bodies and business with institutions of higher education based on the principles of universities autonomy, combining education with science and production. This is dictated by the goal of training competitive human capital for high-tech and innovative provision of the needs of society, the labor market and the Motherland in qualified specialists. These demands meet the requirement in “Professional teacher standard” [1] developed by the Ministry of Education and Culture of Ukraine together with the Ukrainian Institute of Education Development with the participation of teachers and school directors, specialists and academic communities.

Russian invaders ruined more than 1.000 higher educational institutes, more than 3.200 schools in Ukraine. The modern task of tutors of higher education, secondary schools are motivation to succeed, survive, build prosperous future. Up-today future teachers must be well-motivated to construct suffered young generation.

This article is devoted to motivation system, its motives, motive sphere, training of foreign languages and students’ motivation, classification of learning motives. We also take into account the recommendations for growth the learning motivation.

Problem formulation. The study of motivation is one of the fundamental problems of psychology and pedagogy. Its significance is related to the analysis of the sources of human activity, the driving forces of person activity, behavior.

Motivation is a factor influencing the effectiveness of learning, the success of the educational process. Any activity has prospects to become more effective and bring high-quality results, provided that a person has strong, deep

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motives. They increase activity, affect resistance to obstacles, persistence in achieving the set goal. This also applies to educational activities, which are more successful if a positive attitude towards learning, cognitive interest and the need to acquire knowledge, skills and abilities are formed. Pedagogical influence should be aimed at increasing the academic performance of future teachers and therefore at increasing the level of positive motivation to study.

Research analysis. The complexity and multi-faced sides of problem of motivation leads to a multiplicity of approaches to understanding its essence, nature, structure, as well as to methods of its study. These issues are devoted the works of B. G. Ananiev, S. L. Rubinstein, M. Argyle, V. R. Aseev, L.I. Borzhovych, K. Levin, A. N. Leontiev, Z. Freud and others. The main methodological principle that determines the study of the motivational sphere in domestic psychology is the provision on the unity of the dynamic and content aspects of motivation. The active development of this principle is connected with the study of such problems as the system of human relations (V. N. Myasishev), the relationship between content and meaning (A. N. Leontiev), the integration of motivations and its meanings (S. L. Rubinstein), the orientation of the individual and the dynamics of behavior (L. I. Bozhovych), orientation in activity (P. I. Halperin).

The purpose of the article we see in analyzing scientific research on the essence of the motivation of educational activities, the definition of priority motives, optimal structure of the motivation sphere, sources of motivation of future teachers, and the stability of learning motivation.

Research methods. The following methods are used in our paper: analysis, generalization, systematization, which help to research the works of leading teachers and psychologists regarding the implementation of motivation to improve the quality of the educational process of higher educational institutions.

Results and discussion. The determining component of the organization of the educational process, and therefore of educational activity is motivation. It can be *external* or *internal* to the activity, but it is always an internal characteristic of the individual – the subject of this activity. The prerequisite for effectiveness is the

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development of the motivational sphere, which requires targeted pedagogical influence.

In modern psychology, motivation is considered as a complex multi-level regulator of human life. V. R. Aseev notes that a person's motivational system has a much more complex structure than a simple set of given motivational constants. It is described by an exceptionally wide field, which includes both automatically carried out settings, and current actual aspirations, and the field of ideal, which is not relevant at the moment, but performs an important function for a person. This function gives a person the meaningful perspective of the further development of motivation, without which the current concerns of everyday life lose their meaning [2].

All this, on the one hand, makes it possible to define "motivation" as a complex, heterogeneous multi-level system that includes needs, motives, interests, ideals, aspirations, attitudes, emotions, norms, values, etc., and on the other hand, we may talk about the semi-motivation of human activity and behavior and the dominant motive in their structure.

Researchers define motivation as a special field that includes needs, motives, goals, interests in their complex interweaving and interaction.

The interpretation of "motive" correlates this concept either with a need (A. Maslow), or with the experience of this need and its satisfaction (S. L. Rubinstein), or with the object of the need [3, p. 6]. Therefore, in the context of the theory of activity after A. N. Leontiev, the term "motive" is not used to denote the experience of a need, but it means the objective in which this need is specified in these conditions [4, p. 4].

Let's note that the understanding of the motive as an "objective need" defines it as an internal motive that is a part of the structure of the activity itself. The most complete is the definition of the motive proposed by one of the leading researchers of this problem - L. I. Bozhovych. According to the opinion of L. I. Bozhovych, the motives can be understood as the external world, ideas, feelings and experience. In a word, everything in which a need is embodied. Such a definition of the motive removes many contradictions in its interpretation, where energy, dynamic

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and content sides are united. At the same time, we emphasize that the concept of "motive" is significantly different from the concept of "motivation".

"Motivation" is the complex mechanism of personal correlation of external and internal factors of behavior, which determines the emergence, direction and methods of implementation of specific forms of activity [5, p. 1].

The widest concept is the motivational sphere, which includes the affective and volitional spheres of the individual (L. S. Vygotsky), the experience of need satisfaction. In the general psychological context, motivation is a complex combination of driving forces of behavior, which is revealed to the subject in the form of needs, interests, goals, ideals that directly determine human activity.

The motivational sphere is understood as the core of the personality, to whom such properties as orientation, value orientations, attitudes, social expectations, emotions, volitional qualities and other socio-psychological characteristics are drawn.

Educational activity is considered as a special form of personal activity aimed at assimilating the social experience of knowledge and transformation of the world, which includes mastering the cultural methods of external, objective and mental actions [6, p. 5].

Educational motivation is based on a need that stimulates the cognitive activity of future specialists, their readiness to learn knowledge. The need does not determine the nature of the activity, its subject is outlined when a person begins to act. The motivational component of educational activity includes cognitive needs, motives and meanings of learning. An important condition for learning is the presence of a cognitive need and a motive for self-improvement, self-realization and self-expression. The emotional experience of a cognitive need appears as an interest. The knowledge that a student acquires at institutions of higher education can be only a means of achieving other goals for him (getting a diploma, avoiding punishment, earning a scholarship). In this case, he is motivated not only by interest, curiosity, the desire to master knowledge, skills. Depending on the expected results, students can show different types of motivation for educational activities.

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On **Figure 1** we present the types of motivation of educational activity.

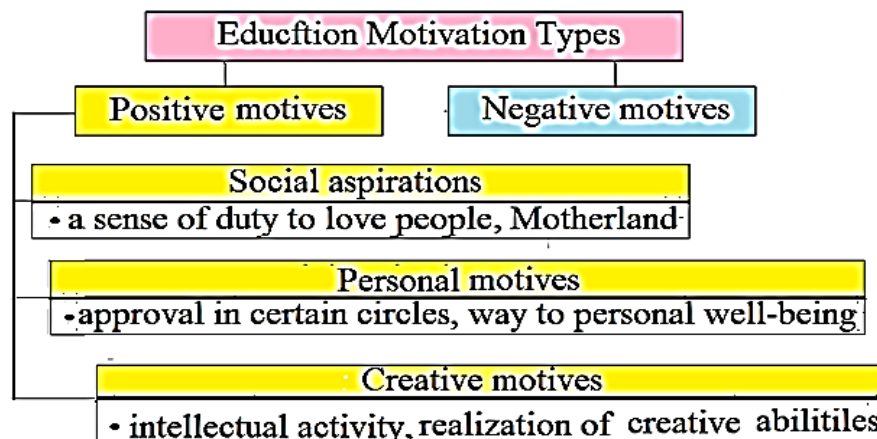


Figure 1
Types of motivation of educational activity

On **Figure 2** we demonstrate the educational motives.

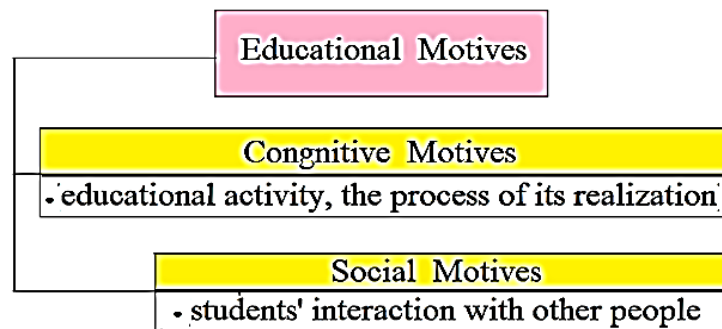


Figure 2
Educational motives

Motivation to study can be situational, when the driving motivations are motives related to the need to discover and demonstrate certain knowledge, abilities and skills in specific situation (passing the test, taking the exam). They are external because they do not relate to the deep foundations of the personality. In such situation, motives can be considered as incentives (receiving a reward, avoiding punishment, etc.).

Educational motivation can be personal, related to students' need for self-improvement, achievement of spiritual goals, ideals, directly aimed at the development of his personality. They can be spiritual, moral and intellectual.

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The most adequate motive for educational activity is cognitive interest. Cognitive interests are a group of motives related to the content and learning process, aimed at encouraging a certain activity. According to the content, orientation and scale of cognitive motives, they are distinguished as broad cognitive motives, educational cognitive motives, self-education and social motives.

On **Figure 3** we outlined the cognitive motives.

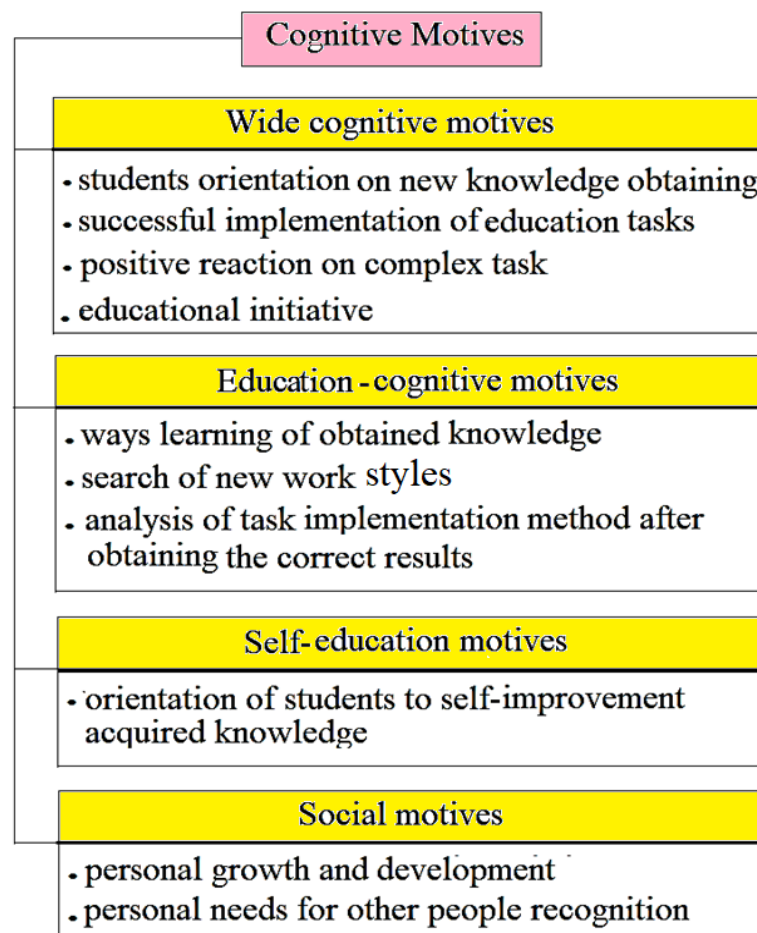


Figure 3
Cognitive motives

The motivation of students as active subjects of methodical and professionally oriented foreign language education was investigated by O. B. Bigich (2014), who believes that the student's motivation and its structure significantly affect the success of his studies [7, pp. 6 - 16].

High positive motivation can be a compensatory factor in

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the case of insufficiently high abilities or an insufficient supply of necessary knowledge and skills of a student. In the opposite direction, the compensatory mechanism does not work: no high level of abilities can compensate for the absence or low learning motivation and, accordingly, cannot cause high learning success [7, p. 9].

Numerous views on the motive and its nature, a different system of motives depending on the sphere of human activity make their unified classification impossible. However, in our point of view, we present it in the following way.

In **Table 1** we demonstrate the classification of learning motives.

Table 1

Classification of learning motives

Author of classification	Learning motives	Localization regarding learning activity
Ye. P. Ilyin	1) Professional motives; 2) Motives of personal prestige; 3) Pragmatic motives; 4) Cognitive motives	External (1, 2, 3); Internal (4)
P. M. Jakobson	1) negative motives; 2) positive motives (personal, social); 3) learning motives	External (1, 2) Internal (3)
M. I. Alekseeva, Yu. K. Babansky, A.K. Markova	1) social motives; 2) cognitive motives	External (1); Internal (2)
L. M. Fridman, K. N. Volkov	1) external motives (social, personal); 2) internal motives (procedural, effective self-development motives)	External (1); Internal (2)

In the context of our study, the priority activity is learning, and therefore the students' learning motives.

According to the research of Ye. P. Ilyin (2002), students entering higher education institutions are guided by the following motives: the desire to communicate with peers, the social significance of the profession, its correspondence to personal interests and moreover, its creative potential. Thus, following other psychologists, Ye. P. Ilyin singles out such leading motivations for students' learning: professional

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motivations, motivations for personal prestige, pragmatic motivations (the desire to receive a diploma of higher education) and cognitive motivations [8, p. 264].

P. M. Jakobson (1969) offers another classification of learning motives: negative and positive motives, laid down outside the activity, as well as motives that relate directly to learning. Negative motives are associated with students' reluctance to face potential problems that may arise if they refuse to study.

P. M. Jakobson understands positive motives as those caused by social aspiration (sense of social duty) or personal motives (desire for approval). Motives directly related to learning are characteristic of students who enjoy intellectual activity, have a high level of curiosity, set learning goals for themselves and get satisfaction from achieving them [9, pp. 90 – 92].

M. A. Alekseeva (1974), Yu. K. Babansky (1982), A. K. Makarova (1990) and others distinguish social and cognitive motives of students' learning. Social motives include those related to the student's social activities, his desire to realize himself in various social spheres and to receive the approval of others. Cognitive motives are caused by students' satisfaction with the learning process and its results [10, p. 34].

According to works of L. M. Fridman and K. N. Volkov (1985), the social motives of learning correspond to the external motives of learning (social or personal), and the cognitive ones – internal (procedural, result-oriented, motives of self-development [11, pp. 75 – 76].

Following L. M. Fridman and K. N. Volkov, we distinguish internal and external motivations of learning. Usually a student is guided not by one motive, but by a system of motives. Hence, by internal motivation we understand a system of internal motives, and by external motivation – a system of external motives.

I.K. Markova (1990) [12] believes that it is necessary to motivate students to study by forming new motives. However, the latter is possible only as a means of actualizing already formed ones. According to research of Dokuchyna (2011), in learning they can be both external and internal motives at the same time [10, pp. 34 – 35].

But we must suggest, regardless of the interaction of different types of motives, one or another group of motives is dominant in different courses of study. Students of the

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same academic group also have different motivations. It is desirable for a foreign language tutor to determine what learning motives students are guided by, and to plan and organize foreign language learning accordingly.

The means of implementing the methodology of motivational differentiation of foreign language learning are gaining relevance, among which we consider the role-playing game to be the leading one. Following V. V. Chernysh, we stated that the components of a role-playing game are the educational-speech / communicative situation (speakers and their relationships, the subject / object of the conversation, the speakers' attitude towards it, the conditions of the speech act), role-playing actions and roles [13, p. 9].

Taking into account the differences of typological groups of students, we put forward a working hypothesis that students with dominant external motivation will be impressed by roles and situations that are as close as possible to real professional and everyday social life. And students with dominant internal motivation like any role, but under the conditions of a non-standard or creative speech situation.

To confirm or refute this hypothesis, in the 1-st semester of the 2022 - 2023 academic year in the Kyiv national university of technologies and design we conducted a survey of students - future teachers of foreign languages. From the proposed list of educational communicative situations, compiled by us tangentially to the conversational topics studied by the students, they were offered to choose the roles that most impress them. As the result of the survey, we received the following statements: 1) students with dominant external learning motivation preferred social roles and situations that reflect their future professional activity or everyday social life: job interview, doctor's appointment, conversation with friends, organization of own trip, telephone conversation; 2) students with dominant internal motivations for learning chose non-standard situations for their everyday social and future professional life, in which conducting a conversation requires additional foreign language, speech and intercultural knowledge and skills: entering into a discussion, applying creativity and showing tolerance, a conversation between professional athletes, extraordinary travel situation, etc.; 3) respondents with mixed learning motivation chose educational and communicative situations of two types in equal proportion.

At the same time, it is worth noting that 1 % of students

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ignoring the dominant external motivation for learning, preferred non-standard situations: drug addiction, sports, travel. This result indicates that students with high external motivation can develop internal motivation for learning, when we offer them educational and communicative situations related to acute social problems of young people.

The analysis of methodological literature and practical experience made it possible to formulate recommendations for increasing the learning motivation for future specialists. The recommendations are made taking into account the age characteristics of students and are focused on the main stages of conducting classes, as well as on extracurricular activities.

The formation of motivation is generally facilitated by:

- a general atmosphere of positive attitude to learning, professional knowledge;
- inclusion of students in joint educational activities in partnership interaction (paired, group forms of work);
- building "tutor - student" relationships based on a situation of success;
- curiosity, unusual presentation of new materials;
- imaginative, vivid speech, using cognitive games, discussions, creation of problem situations;
- study of material based on life situations, experience of tutors and students, prominent people and scientists;
- investigation of independence and self-control, planning, goal setting and their implementation in activities.

Conclusion. Motivation is an essential factor in human activity, which determines its development and effectiveness.

In didactics motivation is the process of formation and consolidation of positive learning motives of future specialists. Motivation states not only the student's educational activity, but also the cognitive processes: perception, thinking and memory.

Learning motivation is a process that initiates, directs and supports efforts aimed at carrying out educational activities. It is a complex system created by motives, goals, reactions to failures, persistence and learning attitudes. Learning activity is the leading activity of future specialists. The main goal is the successful assimilation of knowledge and skills necessary for future effective use in life.

It is necessary to motivate students to study by forming new motives.

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General positive attitude in class, motivated attention to professional knowledge, partnership interaction between tutor and student, using various methods of learning (heuristic presentation of material, imaginative and vivid speech, cognitive problem-based learning, discussions), studying the experience of scientists and outstanding people, searching for non-standard methods solving modern problems contribute to the formation of learning motivation.

To sum it up, it is motivation that is an effective means of training future teachers, particularly in foreign languages.

The motivation of future generation gained special importance during Ukraine's war against the Russian invaders, is a key task in restoring the Homeland, strengthening the nation, and planning the fateful future. Today motivation is the sense of life and Ukraine sees its future in educational motivation, particularly in foreign languages.

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