

THE ROLE OF MOTIVATION IN THE EDUCATIONAL PROCESS

РОЛЬ МОТИВАЦІЇ В ОСВІТНЬОМУ ПРОЦЕСІ

In the context of modern changes in the sphere of education, the motivation of students' educational activity is one of the priority problems of nowadays. Currently, students are required not only to know and master theoretical knowledge but to analyze, systematize, and form their own reasoned opinions based on basic knowledge. This requires new approaches to organizing the training of university students. The teacher's activities are becoming increasingly complex. Since incentive methods and even serious rating incentives do not always lead to achieving the goal, it is necessary to have more effective technologies. One of them, as experience shows, is the motivation of students' educational activities. The relevance of the research topic is determined by the task of further improving the quality of student education in the conditions of modern society, constantly updating the content of education, setting the tasks of forming in students the need for independent acquisition of knowledge and development of an active life position.

In the article the authors analyze the role of motivation in the educational process, examine the system of motives, paying attention to main groups of external motives: social, communicative, cognitive motives and motives of responsibility and prospects. From the authors' point of view they are all interrelated. They create a positive attitude towards learning in motivating students to study

The authors analyze different forms of work due to the main motives as a successful combination of activity forms leads to the need to develop an internal learning motive of a student.

Special attention is paid to a personality of a teacher, his pedagogical technologies to stimulate students' learning and their cognitive activity and to develop their cognitive needs, cooperation between students and teachers in achieving general educational goals. All these factors are effective determinants in motivating students in the ongoing learning process.

Key words: motivation, educational process, pedagogical management, a system of motives, personality of a teacher, teaching methods, personality development.

В контексті сучасних змін у сфері освіти однією з пріоритетних проблем сучасності

є мотивація навчальної діяльності студентів. Нині від студентів вимагається не лише знати та володіти теоретичними знаннями, а й аналізувати, систематизувати та формувати власну аргументовану думку на основі базових знань. Це вимагає нових підходів до організації навчання студентів вищих навчальних закладів. Діяльність викладача стає все більш складною. Оскільки методи стимулювання і навіть серйозні рейтингові стимули не завжди призводять до досягнення мети, необхідно мати більш ефективні технології. Однією з них, як показує досвід, є мотивація навчальної діяльності студентів.

Актуальність теми дослідження визначається завданням подальшого підвищення якості освіти студентів в умовах сучасного суспільства, постійним оновленням змісту освіти, постановкою завдань щодо формування у студентів потреби в самостійному здобуванні знань та розвитку активної життєвої позиції.

У статті автори аналізують роль мотивації в навчальному процесі, розглядають систему мотивів, приділяючи увагу основним групам мотивів: соціальним, комунікативним, пізнавальним, мотивам відповідальності та перспектив. З точки зору авторів, всі вони взаємопов'язані. Вони формують позитивне ставлення до навчання, мотивуючи студентів вчитися.

Автори аналізують різні форми роботи за основними мотивами, оскільки вдале поєднання форм діяльності призводить до необхідності розвитку внутрішнього навчального мотиву студента.

Особливу увагу приділено особистості викладача, його педагогічним технологіям стимулювання навчальної та пізнавальної діяльності студентів, розвитку їх пізнавальних потреб, взаємодії викладача і студентів у досягненні загальноосвітніх цілей. Усі ці фактори є ефективними детермінантами мотивації студентів у постійному навчальному процесі.

Ключові слова: мотивація, навчальний процес, педагогічний менеджмент, система мотивів, особистість викладача, методи навчання, розвиток особистості.

UDC 378.015.3:005.32

DOI <https://doi.org/10.32782/2663-6085/2025/82.1.34>

Kornienko L.M.,

Senior lecturer at the Foreign Languages Department of Sumy National Agrarian University

Kornienko O.M.,

PhD, Associate Professor at the Justice and Philosophy Department of Sumy National Agrarian University

Problem statement. Under the conditions of modern educational changes, every year curricula contain more and more theoretical material, with which students should not only get acquainted and mastered, but also be able to orient themselves easily throughout the educational course. At present, students are required to analyze, systematize, form their own reasoned opinions based on basic knowledge. This requires new approaches to the organization of training of university students. The activity of the teacher is becoming more and more complex. Since stimulation methods and even serious rating incentives do not always lead to the achievement of the goal it is necessary to have more

effective technologies. One of them, as shown by experience is the motivation of students' academic activity.

Analysis of recent research and publications.

Current research examines the role of motivation in the educational process, its impact on students' activation to study. The analysis of the pedagogical and psychological literature shows that the issue of students' motivation to study is not new. Issues of learning motivation are studied and discussed in academic circles in the field of education both in domestic science and abroad. Motivation issues were studied by such foreign and domestic scientists as I. Blackwell, A. Maslow, D. Elkonin, O. Vlasova, S. Zanyuk, O. Kovalev,

G. Kostyuk, O. Skrypchenko and others who made solid achievements in this field of pedagogical science. A. Maslow emphasizes the importance of considering aspects of the development of motivation for students' educational activities. This requires new approaches towards organizing the educational process. The works of the psychologist O. Vlasova are devoted to the studies of motivation. They prove that motivation explains the purposefulness of actions, the organization of activities aimed at achieving a goal [9]. O. Dusavytsky investigated the issues of educational activity; the problems of motivation in the process of implementing educational activity [11]. A. Gebos identified factors that contribute to the formation of a positive motive for students' learning [10].

Identification of previously unresolved aspects of the general problem. The development of questions related to the motivation of learning mostly concerned school-education, the questions of student motivation were developed less. The question of motivating students is relevant, since the personality of a person of a university-aged student continues to form. The analysis of the issue of motivation for learning among students of higher education institutions requires further clarification and development.

The purpose of the article. The research is aimed at generalization and analysis of existing research in order to implement in practice the experience of developing students' motivation for educational activities.

Presentation of the main materials. One of the ways of forming a positive attitude towards students' learning is to create a system of motives for action. The system of motives is given to the pedagogical management and provides the definition of the behavior of students and their attitude to the study of a particular subject. Motivation – is choosing the motive of action directly related to a specific action. It includes: needs, goals, feelings, interests, ideals, convictions, social settings, values [5].

Needs – is a necessity that the student feels under certain living conditions, the main driving force of cognitive and practical activity of the student. In order to meet their needs, the student must find one or another means, and then, with the help of them, solve certain theoretical and practical tasks.

Interests are the selective attitude of the student towards a particular object as it is of vital importance and emotional attractiveness. Interest can appear spontaneously and unconsciously as a result of emotional attractiveness, and only then comes awareness of its significance. A person feels the completeness and happiness of life when he has interests. Interests encourage the student to work, activate his personality.

Belief is a profound and substantiated conviction in the principles and ideals that the student adheres

to in his life. A person with a system of his own beliefs is holistic and purposeful, capable of defending his views [1].

All of the above mentioned components are based on the needs of the student's personality from basic – biological, to higher – social. So R. Ryan et al. consider that the motive is the internal motivation of the individual towards one or another type of activity (activity, communication, behavior) associated with the satisfaction of a particular need [6].

A. Bandura distinguished a cognitive interest to be one of the most important means of encouraging students to study, not to be afraid of any difficulties on the way of mastering science [2].

Study of the educational material and mental development of students occurs only in the process of their own educational and cognitive activity. As A. Disterveg noted that development and education cannot be given or communicated to any person. Everyone who wants to join them should achieve their own activities, their own efforts and tension. From outside, he can only get excited. Therefore, amateur activities are both a means and a result of learning.

Psychologists believe that success – low or high – depends on the strength, quality and type of motivation. The key to success is contained both in learning and in life.

Activity without motive does not exist. According to O. Vlasova any action is generated by a motive, that is, by the experience of something meaningful, that makes this action important to the individual [9].

Keller J. stated that the contradiction between knowledge and ignorance is the driving force of learning, the cognitive activity of students [5].

In pedagogy, five interrelated groups of learning motives are identified. These include: social, communicative, cognitive, motives of responsibility and prospects.

Social motives require the teacher to ensure the student to understand the social and personal significance of learning, to form an active life position for students.

Communicative motives require the formation of the attitude of students to learn under the influence of the environment – parents, teachers, friends.

The interest in learning has several stages. The first is interest, the second is curiosity, the third is theoretical interest. Theoretical interest in the subject is characterized not only by the creation of a problem situation, but also by the desire to understand it independently.

Motives of responsibility and prospects are considered as general qualities, the result of the integration of all mental functions of the individual and subjective perception of the world, the assessment of their own sensory resources, will, emotional attitude to duty. They are the cause of a sense of responsibility towards parents, friends and teachers.

The analysis of pedagogical and psychological literature, including the works of E. Ilyin, gives grounds to consider cognitive motives to be the main factors influencing the formation of internal, positive motivation for educational activity: the content of the subject; organization of educational activities; the style of pedagogical activity and the personality of the teacher; types of cognitive activity, including non-standard, personally oriented teaching methods; group forms of education; assessment and self-assessment of educational activities; pedagogical support and a positive emotional environment.

A personality of the teacher and the style of his pedagogical activity can be a strong positive motive for students' learning activities. The atmosphere created by the actions of an authoritative teacher who uses the democratic style of leadership, increases the initiative of students, promotes their creative work. Thanks to such a teacher, students recognize the right to make important decisions for them, under his leadership they are more likely to be in a state of calm pleasure, high self-esteem.

An important element that characterizes the pedagogical style of a teacher is the performance of certain functions in the educational process. Under modern conditions, the teacher ceases to be the "transmitter" of information and becomes the organizer of educational activities. In addition to the presentation of the material in sufficient form, this is assumed by such functions of the teacher: give a task; help students determine the purpose of the educational work and find the most effective ways to achieve it, select the means and tasks of the tasks; advise and, if necessary, motivate action; advise, assist in the implementation of complex educational tasks; activate students' learning activities based on the content of the course; direct the main efforts not to control the knowledge and skills of the students, but to diagnose their activities, so that qualified actions could help to correct the difficulties encountered during the process of knowledge formation and application of skills in a timely manner.

The cooperation of students and teachers is of particular importance in achieving general educational goals [8]. It can be expressed in the transformation of certain didactic functions by students, for example, in choosing teaching methods and forms of communication with the teacher, evaluating the results of learning activities, defining the developmental goal of studying individual topics.

The joint activity of the teacher and the students contributes to the acceptance by the students of the proposed means, forms and methods of teaching, encourages them to master actively the knowledge and skills, promote the development of creative abilities, forms a vivid emotional attitude to the values embodied in the material under study. And the main thing is that students develop as individuals – they

learn independently and judiciously to make decisions, act in accordance with them, be responsible for their actions and evaluate them.

Communication between a teacher and a student takes a form of a dialogue between an experienced senior friend and a young person with less experience and knowledge. This involves certain rules of conduct: respect for all participants in the educational process, regardless of age and attitudes; the ability to listen to the opinion of another person, to prove reasonably his rightness; directness and openness.

Students should be given the opportunity to apply for advice and assistance, acting as a source of diverse experiences; to show confidence in their groupmates; to recognize their right to have their own opinion and to doubt the correctness of the actions of the teacher; to contribute to the creation of a relaxed atmosphere in the classroom; strive to understand the feelings and experiences of the students.

It should be noted that from the view of personally oriented learning the concept of dialogue has gained new meaning. In this context, dialogue is defined by a communicative environment that includes the mechanism of formation and self-justification of a person in conditions of a multitude choice of cultures. The triad "task – dialogue-game" forms the basic technological complex of personally oriented learning, the assimilation of the content takes place in a dialogue that ensures subjective-semantic communication, reflection, self-actualization of the individual.

In order the students to feel comfortable, adapt easily to different situations that arise during educational activities, overcome difficulties, students should be provided with educational support, particularly paying attention to the positive aspects of the student's personality and their success. The belief of the teacher in the possibilities of students mostly often can be one of the decisive factors in the success of the latter. Assessing the results achieved, it is worth taking into account the idea of students about the nature and level of implementation of their capabilities and efforts. It has a positive impact on the students' self-confidence, attitude towards the educational material, the teacher, for themselves and their capabilities, and at the same time it does not interfere the objective assessment of the work of students.

In the educational activities formation of a positive emotional background is of particular importance. In K. Izard's opinion, motivations that are not reinforced by emotions will not motivate learning and will not support one or another type of behavior [4]. The presence of positive emotions greatly increases the effectiveness of the learning process, because it gives it more ease and pleasure. In addition, psychologists have proved that in a state of peace of mind, the reserves of memory are activated.

Scientists suggest focusing on eight emotions and emotional complexes: joy, wonder, suffering, anger, contempt, fear, shame. Only positive emotions should be used to the fullest extent. They provide confidence in their forces and therefore should be aimed at achieving success by the students, the development of his autonomy.

At the same time, one should not disregard the form of organization of cognitive activity of students, because the successful combination of forms of activity will give the necessity for the formation of their internal educational motive.

Individual work involves the students' performing an educational assignment independently without interacting with other students using the teacher's help directly or indirectly. It also allows to pay attention to the differences in the rate of learning, taking into account the individual characteristics of students. For this form of work, both reproductive and research methods are used. Students perform tasks for comparing objects, compose their characteristics by typical plans, as well as diagrams and tables based on materials from different sources of knowledge. The students' ability to ask questions to the articles, to invent situations, discuss and solve problems becomes an adventure.

The front-line work involves the simultaneous execution of all the students of the same task under the direction of the teacher without taking into account the individual characteristics of the students. In the process of teaching the teacher relies on the most active and trained students. During this form of work, the partial-search method, work with visibility is used. For example, frontal conversation, frontal survey, frontal experiment, etc.

Group form is a way to organize training sessions, which put a certain task for a group of students. Group work involves the division of the students into separate groups that perform specific tasks. Tasks are planned in such a way that it is possible to evaluate the individual contribution of each member of the group. The composition of the group is selected in such a way that each participant can maximize self-realization.

There are such forms of group work: the team, grouped, paired.

The bulk form involves the organization of educational activities of permanent groups of students, who together plan the training activities, perceive, perform mutual control. All students are working on a single task.

Paired work. The student shows another new information that promotes quick and high-quality learning through communication between students.

Group work involves the formation of temporary groups of students to perform certain educational tasks. There are cooperative groups (each group performs part of the joint task) and differentiated-group

(each group performs tasks according to the level of training opportunities).

The smallest taxonomic unit in the chain of formation of internal motivation for students is the techniques used at the lessons:

- conversation (in the introductory word the teacher outlines the range of issues that will be discussed at the lesson);
- creating a problem situation (question setting, demonstration of experiment or giving students a logical contradiction for solving and explaining when students lack knowledge);
- the use of technology "brainstorming", which involves collective creative work on solving a certain complex problem;
- the use of creative tasks (compilation of crosswords, scanwords, puzzles, writing fantastic stories, essays, poems with application of knowledge of the subject);
- use artistic and scientific literature during the lesson;
- creating a success story based on a more active approach to learning.

At different stages of a personality development during the formation of a motivational institution for self-improvement students use different motivational techniques. If teens are confined to disparate elements of self-education, then students develop personal rules of self-education, which determine the main lines of their behavior, deeds in different conditions. For self-improvement, students use two groups of motivational techniques: self-stimulation and self-primacy. Self-improvement is an important way of forming oneself as a person, development of abilities, formation of knowledge and skills. The desire for self-improvement is already inherent in a man, that he is never satisfied with himself.

Conclusions. Students' motivation is one of the most complex pedagogical problems of nowadays. The effectiveness of the educational process is directly related to the motivation and incentive to master the future profession. The main factor influencing the motivation of students to study is the mastery of knowledge, skills and abilities, which will later form the foundation of professional activity. Motivational processes in student learning can and should be managed: teachers should create conditions for the development of motives to stimulate students.

All higher spiritual needs of a man – are knowledge, self-affirmation, self-expression and self-actualization. This is the desire for self-improvement, self-development. Motivation of learning means opening the way for improving the quality of education. The main task of modern learning is to stimulate students' learning and their cognitive activity and to develop cognitive needs. After all, teaching is an art, not a craft. To invent, to demand, to improve – is the only possible course for a modern teacher.

REFERENCES:

1. Artino A. Motivational beliefs and perceptions of instructional quality: Predicting satisfaction with online training. *Journal of Computer Assisted Learning*. 2008. № 24 (3). P. 260-270. DOI: 10.1111/j.1365-2729.2007.00258.x.
2. Bandura A. Self-Regulation of Motivation and Action through Goal Systems. *Cognitive Perspectives on Emotion and Motivation*. Dordrecht: Kluwer Academic Publishers, 1988. P. 37-61. URL: https://link.springer.com/chapter/10.1007/978-94-009-2792-6_2 (Last accessed: 20.02.2025).
3. Brophy J. Motivating students to learn. 3rd ed. New York: Routledge, 2010. 418 p.
4. Carroll. E. Izard. The Psychology of Emotions. Springer US, 2004. 452 p.
5. Keller J. Motivational design for learning and performance: The ARCS model approach. New York: Springer, 2010. 364 p.
6. Ryan R. M., Deci E. L. Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 2000. № 25(1). P. 54-67. DOI:10.1006/ceps.1999.1020
7. Schunk D. H., Meece J. L., Pintrich P. R. Motivation in education: Theory, research, and applications (4th ed.). Pearson, 2014. 464 p.
7. Wentzel K. R. Teacher-student relationships. *Handbook of motivation at school*. Routledge/Taylor & Francis Group, 2016. P. 211-230.
8. Власова О.І. Педагогічна психологія. К.: Либідь, 2005. 400 с.
9. Гебос А. І. Психологія пізнавальної активності учнів (у навчанні). Кишинів, 1975. 104 с.
10. Дусавицький А. Мотиви навчальної діяльності студентів: Навчальний посібник/А.К. Дусавицький. Харків: ХДУ, 2007. 55 с.
11. Занюк С. С. Аналіз психологічних закономірностей і механізму розвитку мотивації. *Педагогіка, психологія. Науковий вісник Волинського державного університету*. 1997. № 7. С. 91-92.