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THE IMPORTANCE OF THE MOTIVATION IN THE LEARNING PROCESS

ВАЖЛИВІСТЬ МОТИВАЦІЇ В ПРОЦЕСІ НАВЧАННЯ

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The main purpose of the training process is to impart knowledge. Although we use all training methods effectively to achieve this goal, we often do not achieve high results in the training process. The reason for this can be seen in the fact that some students, some teachers, and some teaching methods do not meet the needs of students and teachers at the current level. Some see social factors as one of the main obstacles to the successful implementation of training methods. It is known that a child's opportunities for knowledge are very wide, but not unlimited. The article discusses the importance of motivation in the learning process. The main point explored in the article is that the role of motivation in learners' learning activities is very large. Thus, we can see that the correct setting of motivation by the teacher is very important when we look at it through the prism of increasing student activity. Such students prepare for lessons with greater enthusiasm and responsibility than others, and try to do their best to be as active as possible during the lesson. The article extensively explains the concepts of learning process, motivation and motive, explains the models of external and internal motivation, and studies the importance of their sustainability, longevity and sustainability. Motivation is a motivating psychological force that supports a person's performance. It eliminates their inactivity by directing human behavior, ensuring the sustainability of activity. The author talked about ways to increase motivation, tried to show the difference between those who are trained in low-motivated training and those who are trained in high-motivated training. The author emphasized that the main way to achieve a positive result in the learning process is determined by increasing motivation, and tried to show that high motivation is a well-developed personality. The article discusses the factors that affect the motivation of students and ways to motivate students.

Key words: learning process, motivation, purposefulness, learning, teaching methods.

Головною метою навчального процесу є передача знань. Хоча ми ефективно використовуємо всі методи навчання для досягнення цієї мети, ми часто не досягаємо високих результатів у процесі тренувань. Причину цього можна бачити в тому, що деякі студенти, викладачі та певні методи навчання не відповідають потребам учнів та вчителів на сучасному рівні. Дехто розглядає соціальні фактори як одну з головних перешкод на шляху успішного впровадження методів навчання. Відомо, що можливості дитини у навчанні дуже широкі, але не безмежні. У статті розглядається значення мотивації в процесі навчання. Основне, що досліджується в статті, полягає в тому, що роль мотивації в навчальній діяльності учнів дуже велика. Таким чином, ми можемо бачити, що правильна установка мотивації вчителем дуже важлива, коли ми дивимось на це через призму збільшення активності учнів. Такі учні готуються до уроків із більшим ентузіазмом та відповідальністю, ніж інші, і намагаються зробити все можливе, щоб бути максимально активними під час уроку. У статті широко розкриваються поняття навчального процесу, мотивація та мотив, пояснюються моделі зовнішньої та внутрішньої мотивації, вивчається важливість їх стійкості, довголіття та стійкості. Мотивація – це спонукальна психологічна сила, яка підтримує діяльність людини. Це те, що усуває бездіяльність, керуючи поведінкою людини, забезпечуючи стійкість діяльності. Автор розповів про шляхи підвищення мотивації, спробував показати різницю між тими, хто навчається у низькомотивованому тренінгу, та тими, хто навчається у високомотивованому тренінгу. Автор наголосив, що основний спосіб досягнення позитивного результату в процесі навчання визначається підвищенням мотивації, і намагався показати, що висока мотивація – це добре розвинена особистість. У статті розглядаються фактори, що впливають на мотивацію учнів, та способи мотивації.

Ключові слова: процес навчання, мотивація, цілеспрямованість, навчання, методи навчання.

Introduction. The main purpose of the training process is to impart knowledge. Although we use all training methods effectively to achieve this goal, we often do not achieve high results in the training process. The reason for this can be seen in the fact

that some students, some teachers, and some teaching methods do not meet the needs of students and teachers at the current level. Some see social factors as one of the main obstacles to the successful implementation of training methods. It is known that a child's

opportunities for knowledge are very wide, but not unlimited. The end result of the training, of course, depends not only on external factors, but also on internal factors. When these two factors combine, training is successful. Learning is a long process that goes from ignorance to knowledge. We know that both sides are involved in the training process. That is, there is an interaction between the learner and the teacher. The task of the teacher is to convey certain knowledge and information to children. Knowledge should become the main cognitive motive of the student in the learning process, ie the student's motivation should be one of the main factors for the effectiveness of the learning process. [9, p. 82–83]

Analysis of recent research and publications.

The roots of the theory of motivation can be found in the works of developers such as Piaget, Erickson, Maslow and Bruner, and learning theorists such as Bandura and Skinner. Motivation has always been linked to learning activities. Motivation is typically defined as the forces that calculate the awakening, selection, direction, and continuation of behavior. The concept of “motivation”, like the concept of “motive”, is subject to different interpretations. The word motivation is Latin for “movere”, meaning “to move, to move”. Motivation, which is a psychological fact, has been defined differently at different times and in different contexts. Motivation is the driving force of behaviors that serve to eliminate any need. [4] There are many sources on the role of motivation in training. Some of them are referred to in this article. A.U. Mammadov “Psychological bases of training” [5]; A.M. Nazarov “Modern learning technologies” [6], F.H. Rzayeva “Motivation as a means of creating students' interest in the English language” [7]; S.I. Seyidov, M.A. Hamzayev, “Psychology” [8], J. Zeynaloglu “Psychological process of training activity” [9], Ali Akbar, Fatemeh Ghani Dehkordi “The Role of Motivation in Teaching and Learning English Language[1]; R. Daniels “Motivational mediators of cooperative learning” [2]; Z. Dornyei “Teaching and Researching Motivation” [3]; M.E. Ehrman, Dornyei Z. “Interpersonal dynamics in second language Education” [4] are some of them.

Discussion. However, many educators have at least two major misconceptions about motivation that prevent them from using it effectively. One misconception is that some students are unmotivated. Strictly speaking, this is not a true statement. As long as a student chooses a goal and makes a certain effort to achieve it, he/she is motivated by definition. What teachers really mean is that students are not encouraged to behave the way they want to. The second

misconception is that one person can directly motivate another. This idea is wrong, because motivation comes from within a person. What you can do with the various motivational theories discussed in this regard is to create situations that influence students to do what they want [2, p. 60].

Many factors determine whether the students in your class are eager to learn. You should not be surprised that a single theoretical interpretation of motivation does not explain all aspects of a student's interest or lack. However, different theoretical explanations shed light on the reasons why some students in a particular learning situation want to learn more than others. In addition, each theoretical commentary can be the basis for the development of techniques to motivate students in the classroom. A number of theoretical interpretations of motivation – some derived from previously presented learning discussions – will now be summarized. Theories of motivation mention two types: internal (natural) motivation and external motivation. External and internal motivation models have been used to explain the importance of attitudes and beliefs in foreign language classes for admission, success, and attrition rates. Internal motivation includes internal motivation factors, and external motivation includes external motivation factors. Internal factors can include learners' own internal needs and interests. The internal motivation for learning foreign languages can be seen as an internal need to communicate with foreigners, as well as the interest of the learner in the country, history, culture and population of the language he/she wants to learn. In contrast to internal motivation, external motivation arises as a result of external factors. External influences include the social life of students, teachers, teaching methods and learning environment. For example, attitudes toward language in society affect students' attitudes toward the language they are learning. The internationalization of society, the country's integration into world contingents, developed relations, the requirements of the labor market are among the factors shaping this attitude. External motivation refers to the external motivation of a person that comes from outside with rewards such as money or price. Such rewards give satisfaction and pleasure that the task itself cannot provide [3, p. 38]. On the other hand, people with internal motivation enjoy their interests and without external rewards or control. Internal needs and interests ensure the continuity, longevity and sustainability of students' motivation.

Given that the nation wants to be recognized as a center of educational excellence, it is important to investigate this problem systematically. It is important for teachers, curriculum designers, and politi-

cians to know students' beliefs and attitudes toward learning a foreign language. Here are some ways to increase your motivation to learn a foreign language:

- Imagine yourself in the future;
- Remember that you are already good;
- Remember that there are many things you do not know;
- Use your language whenever possible;
- Talk to people about the history of your language;
- Find a friend who is learning a foreign language;
- Spend some money learning a foreign language;
- Remember that learning a foreign language requires action.

Children who are trapped in classroom discussions are no different from adults who are trapped in boring, trivial meetings. If you don't understand how something relates to your goals, you won't be interested in it. If an adult cannot see the relevance of the material covered in a meeting and is unwilling to score political points, he or she will adjust or drop out of school. If the child does not understand how knowing the elements of the periodic table will help him/her to solve the problems of his/her life and is not particularly interested in pleasing the teacher, he will do the same. Since we do not want our children to be motivated only by the desire to please the teacher, what we have to solve is how to adapt the content of the curriculum to the child's problems. Sometimes it's easy. For example, a child who wants to build a roof for a family dog house will gladly listen to a lesson on the Pythagorean theorem if he/she realizes that the lesson will teach him/her to calculate the dimensions of the roof he/she needs. If part of the content solves a student's specific problem or even a general area of interest, that student will not regulate it. Most children find areas of education that they really enjoy during their school years. But these areas are different for different people. The general problem of matching individual interests with stable curricula is an unsolvable problem. People have obviously different backgrounds, beliefs, and goals. What is appropriate for one will not apply to the other. Of course, we can force the student to do something – put it to the test. But that only makes it look important; does not interest. Some children decide not to play the game offered by this system. Instead, they continue to look for ways to make sense of what is being taught in their daily lives, frustrated that they realize that most of those who are covered are insignificant to them. If children do not want to believe that their questions are irrelevant, they can easily conclude that the material presented in the lesson is irrelevant. [4, p. 56]

But what if the content has no intrinsic value for a student? Every teacher knows the answer to this question. When students are not interested in what they are learning, tests and grades force them to learn that they don't care. Of course, in this game, students can win for a long time by immediately forgetting the material they put on their heads at night before the test. Unfortunately, this happens every time. What is the meaning of a system that teaches students to remember temporary facts? The only truths we are left with are the ones we have to memorize over and over again, and we don't have to memorize at all, but we really need to know them because we are motivated to recognize them. Motivation can be artificial, but its effects are temporary. There is no substitute for the real thing.

Motivation theories are as diverse as the types of students that fill today's classrooms. Some focus on curiosity, some on internal and external rewards, while other theories focus on what teachers should do. As a result, we come to the conclusion that there are as many different ways for students to teach as there are for learning methods.

Motivation is a motivating psychological force that supports a person's performance. It eliminates their inactivity by directing human behavior, ensuring the sustainability of activity. Situational motivation is the motivation created to perform certain tasks or motivate specific behaviors for training. In the organization of active learning, this is sometimes called "problem setting" at the beginning of the training. Motivation in the training is related to the learners, providing them with a desire to participate in the learning process.

Motivation can be divided into several classifications: Direct motivations to meet needs; Specific methods depending on the personality and activities of the tutor; Motivation based on positive emotions; Motivations that contain perspective on the qualities of manifestation; Motivation for the student's own goals, expediency, future life and plans; Motivation for any activity, inclination and interest (consent of the people around); Motives can also depend on negative influences (fear of the teacher, etc.).

A highly motivated student is ready for lessons, asks questions, is interested, participates in discussions, and is energetic. Teachers also play an important role in motivating and motivating students. The main task of teachers here is to ensure that the effects of external factors are more beneficial to learning activities. To increase success, teachers must act on the motives that prevail in certain periods. The main ways to instill positive motivation in school are to form a sense of self-confidence in the student, to

speak from the point of view of the student's interests, to make learning meaningful and valuable for the student, to help everyone choose appropriate goals, to create a enjoyable learning environment and to ensure that they benefit from their desires, to organize motivational activities when necessary, and to strengthen the student's self-esteem, confidence, and sense of pride.

Experience shows that the internal, external and personal stimuli of human behavior have a significant impact on the success of learning activities, ie the development of learning activities also form the motives and motivation area: To motivate learning, there must be precision, purposefulness; The content of the training should be chosen according to the level of understanding of the students; An optimal level must be implemented for each subject to meet the state educational standards; Students' personality, interests and tendencies must be taken into account; The vital importance of the given knowledge must be revealed, and so on. [6, 81].

According to S.I. Seyidov, "the formation of motives in learning activities is associated with the formation of the needs of students" [8, p. 547]. As can be seen, the author considers the formation of needs to be an important factor in the formation of the motive and reveals the interdependence between them.

Let's look at the factors that affect the motivation of students.

1. Anxiety – before the exam, when we speak in public, we all have anxiety in certain situations. Students have many concerns in the classroom: teachers, exams, classmates, social relationships, whether students like or dislike each other, and so on. These concerns also affect- the quality of lessons. Very high motivations also cause students anxiety. Therefore, intermediate motivation for learning (Yerkes-Dodson's law) is more appropriate.

2. Computer technology is one of the tools used by teachers to motivate students. Most students experience positive changes at this time.

Ways to motivate students:

– First of all, the teacher must be able to attract the attention of students with his positive speech.

– From the first minutes, it is possible to use short stories and group work related to your lesson to attract students' attention.

– Create a more comfortable environment in the classroom – If the teacher creates a more comfortable environment in the classroom, students will be motivated to do the same lesson and will justify your sizing expectations at the end of the lesson.

– Change the scenario – The audience is a great place to learn. However, its dullness and sadness

may not give the expected effect. Therefore, keep the audience dynamic at all times.

– Conducting classes in different conditions, changing methods frequently, innovating – Students are very interested in good innovations and classes conducted with different methods.

– Reward students – Everyone loves an award, and rewarding your students will motivate them even more. Therefore, get to know your students well, do not forget their interests and hobbies. A student who loves to read will receive a book from you as a reward, which will be the most valuable gift for him/her and will motivate him/her even more.

– Don't be afraid to praise – There can be no better gift than inspiring students. Be able to convince the student of his potential and do not hesitate to announce his achievements in the audience.

– Organize competitions – Create positive opposing teams in the classroom. It motivates students to compete with each other. It also allows students to demonstrate their knowledge.

– Be enthusiastic and positive – Your students need to understand and see how much you love teaching, and they will be motivated to learn.

– Get to know your students well – Getting to know your students well is not just about remembering their names. They should know that the teacher is waiting for their success and is happy about it. When students feel this, they become more motivated and work harder.

– Add fun – Of course, the teacher does not have to turn all the lessons into a game. However, it is possible to use entertaining means to forget about the fatigue of students and to attract their attention, which will help to increase their motivation. Using such methods, it is possible to make the lesson more interesting for students and create a more comfortable audience environment for students, which will have a positive impact on their motivation.

– Use positive competition – Classroom competition encourages students to be more active.

– Encourage students to work together – This will increase their team spirit. Students love to work on a project with their friends. In communication, they motivate each other to achieve a common goal.

– Join the children's excitement – The more excited the teacher is to teach, the more excited they will be to learn.

Conclusions. It should be noted that the main way to achieve a positive result in the learning process is to increase motivation. High motivation also means a well-developed personality. This approach to the problem is very relevant. Motive plays the role of an energy source that regulates human behavior.

At the same time, motive is perceived as an inner potential that motivates a person to act for a specific purpose, action.

The motivation phase consists of the following parts:

– A relevant question or task is given in order to pose a problem;

– Guiding questions are offered;

– Assumptions are made.

According to experts, the correct motivation at the beginning of the lesson not only actively engages students in the lesson, but also creates conditions for the successful completion of the rest of the lesson.

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МЕТОДОЛОГІЧНІ ЗАСАДИ МЕДІАОСВІТИ ТА МЕДІАКОМПЕТЕНЦІЇ МАЙБУТНІХ ФАХІВЦІВ-МОВОЗНАВЦІВ

METHODOLOGICAL PRINCIPLES OF MEDIA EDUCATION AND MEDIA COMPETENCIES OF FUTURE LANGUAGE PROFESSIONALS

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Терміни «медіаосвіта» та «медіакомпетентність» неодноразово стають причиною наукових дискусій. Попри те, що це насамперед професіоналізація майбутніх журналістів, режисерів та операторів, із появою комп'ютерних технологій у середовищі непрофесіоналів затвердилася думка, що це використання інформаційних технологій в освіті. Саме тому метою статті є диференціація понять «медіаосвіта» та «медіакомпетентність» у сучасній системі освіти. Під час проведення дослідження були використані такі методи, як аналіз стратегій і моделей медіаосвіти через теоретико-методологічну та науково-педагогічну літературу, дефініція поняття медіакомпетентності, систематизація основних методологічних засад і моделей медіаосвіти в Україні. У статті висвітлюється вплив мас-медіа на сучасну освітню сферу суспільства, обґрунтовується необхідність впровадження медіаосвіти як необхідної складової частини професійної підготовки студентів-мовознавців закладів вищої освіти України. Досліджуються етапи розвитку медіаосвіти та медіакомпетентності в історичному розрізі їх зародження. Були проаналізовані методологічні засади медіаосвіти у прив'язці до суспільних обставин та їх безпосередній вплив на громадську думку; систематизувалися погляди сучасних педагогів щодо питань використання різноманітних комунікативних технологій у роботі зі студентами-мовознавцями. Теорії медіаосвіти мають дещо фрагментарний характер і не спираються на цілісне узагальнення сучасного досвіду вивчення принципу дії медіа. Розуміння функціонування закономірностей компонентів медіа має стати обов'язковою складовою частиною успішної медіаосвіти. Як висновок, було підсумовано, що потенціал вдалої імплементації української системи освіти в майбутньому вважається беззаперечним, навіть попри низку невирішених питань стосовно медіаосвіти в навчальному процесі майбутніх фахівців-мовознавців.

Ключові слова: мас-медіа, медіапростір, комунікативні технології, заклади вищої освіти, діджиталізація, компетенція.