A NEW LOOK AT THE PROBLEM OF MOTIVATIONAL ENSURING FOR STUDENTS IN THE SECONDARY SCHOOL

Oleh Mikhailychenko[1], Viktoriya Baidala[2], Tetiana Smyrnova[3], Larysa Vasylieva[4], Agnessa Tomashevska[5], Oksana Danylovych[6]

[1]Doctor of Pedagogical Sciences, Professor, Head Department of World History, International Relations and methods of teaching historical disciplines Sumy State Pedagogical A.S. Makarenko University , Sumy ,Ukraine

tkachna2015@ukr.net

[2]PhD (Candidate of Pedagogical Sciences), associate professor of the English Phylology Department, H.S. Skovoroda Kharkiv National Pedagogical University Kharkiv ,Ukraine

tkachna2015@ukr.net

[3]Doctor of Pedagogical Sciences, Professor, professor Department of Theory and Methodology of Artistic Education of Kharkiv National University of Arts named after I.P. Kotlyarevsky, Kharkiv ,Ukraine

tkachna2015@ukr.net

[4]PhD in Art, associate professor of music art department Sukhomlinsky Mykolaiv National University

Mykolaiv,Ukraine

ms.vasylyeva@gmail.com

[5]Ph.D., Lecturer, The Department of Foreign Languages Bukovinian State Medical University

Chernivtsi, Ukraine

kakonuta99@rambler.ru

[6]Yuriy Fedkovych Chernivtsi National University, PhD, Assistant Professor of the Department of Foreign Languages for Humanities, Chernivtsi, Ukraine

danilovichoksana@mail.ru

Abstract: Motivating students to gain new knowledge is a task that secondary school teachers face daily. This occurs because of the fact that the child is not aware of his future professional choice and cannot independently determine the level of significance of studying new subjects, including another (non-native) language. In the framework of this study, the problem of motivational support in the study of a foreign language by secondary school students was studied. The importance and necessity of motivating students to increase interest in learning and gaining new knowledge is shown. The need to create a creative work environment in the classroom, which will allow students to feel more talented and resourceful, was taken into account. The role and place of folklore in stimulating the study of a foreign language is determined.

Keywords: Education, learning motivation, Ukrainian, foreign languages, students, teaching methods.

I.   INTRODUCTION

According to studies to O'Farrell, Suzanne. (2018), Coldwell, David. (2016) there are at least two main approaches to the issue of motivational ensuring in the educational process. The first of these is the search for individual means

for the formation of motivation based on its properties. The second approach formulates the content of instruction as an effective process of pedagogical activity.

Researchers AL-KAİSİ, Alisa & Arkhangelskaya, Alla & Rudenko-Morgun, Olga & Lopanova, Elena. (2019) found that it is necessary to study the essence of the educational process to achieve greater effectiveness of motivational support during training. Student activities come from a particular situation. In this connection, the teacher should first reach the students with involuntary attention, and after that strive to achieve arbitrary attention in them. For a student to take an active position in the educational process, he must first realize the meaning and necessity of the material being studied.

Conclusions made by Berns, Margie. (2007), Sardegna, Veronica. (2020), indicate that the teacher, first of all, must inform the students of information about the material being studied and convince them of the need for acquired new knowledge for a future profession or practice. Actualization of the need to learn a foreign language should occur by revealing aesthetic, gnostic and social significance. At the second stage, the learner's activity, the need for the skills formed at the previous stage determines the motive for further educational activity. At the third stage, the student determines the goals, the achievement of which determines his actions in the process of studying educational material (foreign language).

According to research by Wirentake, Wirentake. (2017), the active essence of a personality is determined by its motives. They are reflected in behavior, character, psychological processes, abilities, emotions. The motive takes into account all the interests of the individual in accordance with external factors acting on him.

Conclusions made by Ravasco Nobre, Carla. (2018) indicate that motive is defined as the conscious activity of an individual to satisfy his needs. The motive of human activity is directly related to his needs, and this relationship goes through intentions and decision-making. Human activity, as a rule, simultaneously corresponds to several motives. Some motives are stimulating, while others are meaning forming in nature. The sense-forming motives usually prevail over the stimulating motives.

Motives are the driving forces of the learning process and the assimilation of material. The motivation for learning is a rather complicated and ambiguous process of changing the attitude of an individual, both to a separate subject of study and to the entire educational process. Motivation is the main driving force in the behavior and activities of a person, including in the process of forming a future professional.

Researchers Chumarova, Lyubov & Gataullina, Rosa & Fassakhova, Guzel & Islamova, Liliya. (2016), came to the conclusion that the motive for attitude to the world is based on the phenomenology of the psyche of a particular individual. The value of motive in human activity involves not only participation in the activity, but also goes beyond it. We can distinguish the so-called potential motives that are not related to specific human activities, but have a general effect on their motivational orientation. Character features of a person contain a set of human motives that have formed throughout his life.

The repeated appearance of motivational education in the consciousness of an individual, and its implementation in their actions and behavior, leads to the fact that this motivational education becomes a character trait of this individual, his personal qualities. Situational motivation is closely correlated with the content of the motive, which is formed during the preparation and implementation of related activities.

However, in the learning process, some teachers, unfortunately, make certain mistakes in the issue of motivating students. Mistakes are made in motivation when systematic activities are carried out in obtaining exclusively "pure" knowledge. Which is completely wrong, since the child comes to school not only to gain knowledge, but also to expand the circle of his friends. Sometimes there is no direct contact between the student, teacher and parents, as a result of which there is no need to talk about any motivation. Another mistake could be the claims of an adult teacher to a secondary school student.

To avoid such mistakes, the teacher needs to create a relaxed atmosphere and focus on the images of some elements of the world that will be regulated by the current educational activities. This role is played by situational meanings; it is these meanings that play a crucial role in the development of motivation.

For a student, self-determination of goals is a rather difficult task. In this connection, in our opinion, the teacher, before starting the lesson, must first tell the students what he wants to teach them, where this knowledge can come in handy and how the new knowledge will be evaluated. This approach, first, draws the attention of schoolchildren, motivates their assimilation with new knowledge, and increases their interest in the learning process.

Obtaining preliminary information enables the student to more clearly understand how to complete the task and in the process of its implementation to understand why this is necessary and how to do it.

According to Felten, Peter & Finley, Ashley. (2013), you can motivate students during a lesson:

1) Focusing their attention on the material being studied.
2) Choosing a clear setting of the educational goal.
3) Encouraging students for completing learning tasks.
4) Providing students with confidence for their actions in the process of completing assignments.

Another obvious conclusion came Lamb, Martin. (2020), Padhi, Lili & Mishra, Deepanjali & Chatterjee, Papiya & Ojha, Jyotirmayee & Sain, Mangal. (2019), that strengthening motivation among students should be done as an emphasis on the implementation of the education of the student as a person. The teacher, through the stimulation of motivational states, proceeds to influence in general the personality of the student.

According to studies in the field of nature motivation Nawab, Ali. (2012), P, Malathy. (2019), suggest using means of project training to increase the motivation of schoolchildren.

Learning using the project method involves a creative approach, because of which, students gain new skills and knowledge during the implementation of projects. This in turn increases their attraction to certain topics and issues, which gives them the opportunity to express themselves and actualization, as a result of which they grow their motivation to acquire new knowledge and skills.

II.   Methods

In the framework of this work, an analytical research method was used, through which the problems studied were considered in unity and development. Given the objectives and goals of this study, the functional-structural method of scientific research was applied.

The choice of this method made it possible to study a number of aspects of the problem of motivational support in teaching the Ukrainian language in secondary school.

III.   Results

In Ukraine, the only official language is Ukrainian; most of the school subjects in Ukrainian schools are taught in Ukrainian. In the eastern regions of Ukraine, the Russian language is still spoken as a spoken language. Moreover, often the problem arises that due to poor knowledge of the Ukrainian language, students do poorly in other subjects in which they are taught. Therefore, in the framework of this work, we studied the problems of motivational support in teaching the Ukrainian language.

As the object of study, we chose students of the 4th grade of secondary school No. 5 of Kharkov.

At the beginning of the study, we invited students to write a trial dictation in Ukrainian. Based on its results, we concluded that approximately 30% of students had spelling problems.

A survey of students showed that they were not interested in the Ukrainian language lessons; they study spelling rules, but only in order to get a good grade in the lesson. From which we concluded that the motivation for studying in the lessons of the Ukrainian language is very low. It turns out that some students with satisfaction studied the Ukrainian language, while others did not, they were bored in the lesson, and they did not have a need for knowledge and had no interest in learning.

To solve this problem, we have developed and implemented a set of measures to increase motivation for students in the lessons of the Ukrainian language. According to our recommendations, in order to increase motivation in learning, it was proposed to create conditions in the classroom under which students may have additional incentives for learning (various case studies were solved; children solved Ukrainian-language crosswords, played mini-performances in Ukrainian). The role of the teacher was to observe the students' motivation, moderation, and stimulate their development with the help of certain pedagogical techniques.

This made it possible to include students in creative activity, which in turn stimulated the development of their needs for knowledge of the Ukrainian language.

Joint creative activity made it possible for students to show their individuality, to feel smart and talented. An ordinary lessons were transformed into creative lessons; they became more interesting and varied.

After the study, we conducted an additional dictation for students in the class because of which we conducted research. The result showed that the spelling literacy of students increased by about 10-15% compared with the start of the study.

IV.   Discussion

The modern Ukrainian school should prepare graduates for active work in various fields of activity. In our opinion, student creativity plays an important role in the development of motivation. The formation of a positive attitude in schoolchildren towards the learning process makes them craving for knowledge. The level and quality of students' knowledge depends on the attitude towards teachers.

In our opinion, it helps to increase the motivation for learning:

1) Application of new teaching methods
2) Demonstration of the practical value of acquired knowledge
3) The novelty of the studied material
4) The schoolwork in team at the lesson
5) The friendly attitude of the teacher towards the trainees.
6) The use of interactive forms of learning.
7) Creating a creative microclimate in the lesson.
8) Objectivity in assessing the knowledge of students.
9) Setting in front of students a clear goal that they must achieve in the classroom.
10) Mastering the techniques of independent mental activity.

For increase motivation in learning the Ukrainian language as a second mother tongue, in our opinion, students should be instilled with an interest in Ukrainian fiction, culture, folk art and the history of the Ukrainian people.

A special place, in this case, lies with the teacher during the lesson, which needs to pay great attention to the issue of motivation of students. Pupils will have positive emotions from the lesson when the teacher expresses respect for each student, awakens a sense of justice and humanism. For this, the teacher needs to devote sufficient time to his own preparation and motivation for the result, not only during the lesson but also after it.

In our opinion, first of all, at the beginning of the lesson, it is necessary to arouse interest among students in the topic of the lesson and maintain it throughout the lesson, while it is important to take into account the level of development of students and other characteristics of the audience. In addition to the class-lesson form of classes, in our opinion, to increase motivation, you can use such types of extracurricular activities as:

1) The work with schoolchildren after the main lessons in the classes of creativity and self-development.
2) The optional classes and consultations.
3) Doing homework remotely under the guidance of teachers.
4) The library lessons and stimulation of independent reading of children's popular science and children's fiction in Ukrainian.

V.   Conclusions

A new look at the problem of motivation for learning among schoolchildren can be both positive and negative. The negative nature of student motivation to study depends on and is associated with possible poor grades, punishment by parents, and reproaches from others. The positive nature of motivation is associated with academic success, the acquisition of new knowledge and skills, good reviews of parents about the success of teachers and others and the emergence of friendly relations between students.

Such modern motivational factors as the availability of skills, the need for a sensual-emotional assessment of the activities of students contribute to the growth of their motivation for learning. The presence of a motive is, in our opinion, the main condition for a successful learning process and means its proper organization. Conversely, learning in the absence of motive means the presence of deficiencies in its organization and the inability of educators to arouse students' needs for new knowledge.

VI.   References

[1].   AL-KAİSİ, Alisa & Arkhangelskaya, Alla & Rudenko-Morgun, Olga & Lopanova, Elena. (2019). PEDAGOGICAL AGENTS IN TEACHING LANGUAGE: TYPES AND IMPLEMENTATION

OPPORTUNITIES. IJAEDU- International E-Journal of Advances in Education. 5. 275-285. 10.18768/ijaedu.593875.

[2]. Bender, Bernd. (2002). Conceptions for Purposive and Motivating Teaching.

[3]. Berns, Margie. (2007). TEACHING LANGUAGES: METHODS AND MATERIALS. World Englishes. 6. 79 - 79. 10.1111/j.1467-971X.1987.tb00181.x.

[4]. Chumarova, Lyubov & Gataullina, Rosa & Fassakhova, Guzel & Islamova, Liliya. (2016). FOLKLORE IN TEACHING LANGUAGES. 5183-5185. 10.21125/iceri.2016.2247.

[5]. Coldwell, David. (2016). Teaching language. 412.

[6]. Felten, Peter & Finley, Ashley. (2013). Motivating teaching excellence: Lessons from U.S. teaching awards. Cases on Quality Teaching Practices in Higher Education. 228-238. 10.4018/978-1-4666-3661-3.ch014.

[7]. Lamb, Martin. (2020). Motivational Teaching Strategies.

[8]. Malouff, & M, John & Rooke, S & Nicola, Serroni & Foster, Roxanne & Bhullar, Navjot & Navjot,. (2008). Methods of motivational teaching. ERIC Online Document No. 499496.

[9]. Nawab, Ali. (2012). Is it the way to teach language the way we teach language?. Academic Research International. 2. 696-705.

[10]. O'Farrell, Suzanne. (2018). Teaching languages. SecEd. 2018. 6-6. 10.12968/sece.2018.6.6.

[11]. Padhi, Lili & Mishra, Deepanjali & Chatterjee, Papiya & Ojha, Jyotirmayee & Sain, Mangal. (2019). Strategies of Learning: A Methodology of Teaching Language Through Digitalisation. 697-702. 10.23919/ICACT.2019.8702001.

[12]. P, Malathy. (2019). TEACHING LANGUAGE THROUGH TECHNOLOGY. Kongunadu Research Journal. 1. 4-5. 10.26524/krj28.

[13]. Ravasco Nobre, Carla. (2018). TEACHING LANGUAGES TO CHILDREN. 7835-7839. 10.21125/iceri.2018.0403.

[14]. Sardegna, Veronica. (2020). Motivational teaching strategies for pronunciation.

[15]. Wirentake, Wirentake. (2017). STUDENTS' PERCEPTIONS OF MOTIVATIONAL TEACHING STRATEGIES IN ENGLISH AS FOREIGN LANGUAGE (EFL) CLASSROOM. Jurnal TAMBORA. 2. 10.36761/jt.v2i1.144.