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A.N. Kuvanbakieva ¹ 

¹AOE "Nazarbayev Intellectual schools" Nur-Sultan
Nur-Sultan, 010000, Republic of Kazakhstan
e-mail: kuvanbak81@gmail.com

THE GENERAL CONCEPT OF MOTIVATION AS AN OPTIMIZATION FACTOR IN THE EDUCATIONAL PROCESS

Abstract. The problem of motivation is one of the main, fundamental in pedagogy and psychology. A large number of domestic and foreign researchers have been devoted to its study. Motivation is an essential component in any activity (sports, reading a book, learning a language, etc.), is of great interest to all disciplines. The motivational component should be present at every lesson, because thanks to it, the student understands the subject, acquires knowledge, and broadens his horizons. Motivation is directly related to the desire to learn, to gain new knowledge. This article also discusses the types and categories of motivation, the relationship between the motive and the purpose of the lesson. One of the key roles of motivation in training is a clear understanding of the student's relationship with the future profession, with career growth, etc. Over the past decades, learning English, regardless of the specialty being mastered, has been in demand. The basis for learning this language will be only motivation, which is associated with the further presentation of the student with professional growth. Not always, as studies show, the motivation of the student is present throughout the study of the material. Often it decreases or disappears altogether. The experience and solution of these problems are discussed in the article.

Key words: motivation, pedagogy, psychology, student, goal, occupation.

Introduction.

The development of motivation theories dates back to the works of ancient Greek philosophers. Currently, the term "motivation" is understood in different ways, which is explained by different approaches to the study of the essence of motivation. Here are some examples of the interpretation of the term "motivation". In pedagogy, as mentioned above, much attention is also paid to motivation, because "it is one of the main components of the organization of educational activities and an important characteristic of the subject of this activity" /1, p.197/. In modern psychology, the union of dynamic and content-semantic aspects is the main methodological principle of motivation research. As Zimnyaya T.A. notes, this is due to "the study of such problems as the system of human relations (V.N. Myasishchev), the ratio of meaning and meaning (A.N. Leontiev), the integration of motives and their semantic context (S.L. Rubinstein), personality orientation and behavior dynamics (L.I. Bozhovich, V.E. Chudnovsky), orientation in activity (P.Ya. Galperin) /2, p. 197/.

L.I. Bozhovich says that a person's activity or behavior can be polymotivated, among which the dominant motive in the structure can be distinguished: "The hierarchical structure of the motivational sphere determines the orientation of a person's personality, which has a different character depending on which motives in their content and structure have become dominant" /3, p.163/. V.G. Aseev emphasizes that "a person's motivational system is a broad sphere, the concept of "motivation" is connected with the concept of "significance". In this concept, he refers to the attitude, aspiration, ideals, emotions and values / 1, p.56/.

If you look at the research of foreign researchers, we can say that a lot of attention is paid to the study of the motive. According to A. Maslow, motive is need. "Its structure of the need-motivation sphere includes a hierarchical five-level system. The primary needs are physiological, then the need for security, love and a sense of community, respect from others, self-actualization / 4, p.235/. This point

of view is held by Zh. Nutten. S.L. Rubinstein says that "a motive as a conscious motivation for a certain action, in fact, is formed as a person takes into account, evaluates, weighs the circumstances in which he finds himself, and realizes the goal that confronts him; from the attitude to them, a motive is born in its concrete content, necessary for a real life actions. The motive – as an incentive – is the source of the action that generates it; but in order to become such, it must form itself. Therefore, there is no need to turn motives into some kind of absolute beginning" / 5, p. 399/. H. Heckhausen considers motive as an incentive. K. Levin, the author of the method of experimental study of motives, understands motives as a kind of separate independent phenomenon. If we take into account the research of E.P. Ilyin, it can be noted that he directly connects the motive with the intention, "where the meaning of the alleged actions and actions, their arbitrary nature is most clearly manifested" /6, p.165/. But the researcher emphasizes that the intention cannot reveal the reason for the act. E.P. Ilyin relates all definitions of motivation to two directions: in the first direction, he considers motivation from the position of structure, in the second – as a dynamic formation, as a process. In other words, in his opinion, motivation should be considered as a dynamic process of motive formation.

Having considered the example of several studies on the nature and essence of the motive, we can say that the opinions of research scientists agree that the understanding of the motive is related to the needs, intentions, and condition of the individual himself.

In the Dictionary of a Practical Psychologist, the motivational sphere is defined as "the hierarchical structure of motives inherent in an individual" /7, p.91/. According to L.S. Vygotsky, "the motivational sphere is the broadest concept, since it includes both the affective and volitional sphere of personality" / 8, p.207/. According to V.I. Kovalev, "the motivational sphere consists of personality orientation, motivational attitudes, desires – stable hidden formations that researchers consider potential motives, therefore the motivational sphere is latent, and specific motives manifest themselves constantly, replacing each other" /9, p.102/. These judgments of researchers suggest that the motivational sphere is a changing education.

Researchers distinguish the following components in the structure of motivation:

1. The pleasure of the activity itself.
2. The significance for the personality of its immediate result.
3. The motivating force of remuneration for activity.
4. Coercive pressure on the personality.

The data of the motivational structure are necessary in the analysis of educational motivation in the educational process, namely: the first and second components indicate the process and result of activity, are *internal* in relation to motivation; the third and fourth indicate *external* factors of influence. External positive motives related to the social character are not born by the educational activity itself, but by what is associated with it, therefore they are inferior in their effectiveness to internal motives.

As you can see, the motivational sphere is systemic, so researchers classify motives. In psychology, the types of behavior motivation are divided as follows:

1. The nature of participation in the activity.
2. The extent of the conditioning of activity.
3. Social significance.
4. Their involvement in the activity itself or being outside of it.

Among the literature on psychology and pedagogy, there are different opinions of researchers regarding the types of motivation for educational activities. The general thing is that the motives of educational activity are understood as factors that serve as an impetus to educational activity, awareness of goals and needs.

Negative motives, unlike broad social ones, do not have moral force, and therefore, with a low level of personal development, they can even push to a dishonest act, just to get a high rating. The effectiveness of these motives depends on the situation itself. For example, if a teacher as a "strong personality" who recognizes only an imperative tone in communicating with students, who knows how to "knock out" positive assessments and does not tolerate any objections, will conduct classes in the same spirit, then some success in teaching students, especially at the initial or middle stage, can be achieved, especially in among teenagers. «Teenagers are most sensitive to social and psychological stresses. It is at this age that there is a sharp increase in conflicted, undisciplined, unable to control themselves teenagers. The problem of deviant behavior of adolescents occupies one of the first places among other social and psychological problems" /9, p.129/. However, the motives of such a teaching are external and therefore unstable, shallow. They are temporary and will instantly disappear as soon as this "strong" teacher is replaced by another. In other words, the teacher should have a sense of confidence, inspire a sense of trust, and sometimes use humor in the classroom to defuse the situation. With this approach, in the school environment, first of all, there will be trust, a desire to work, self-realization, complexes, shyness in the student will go into the background, during the lesson the motivational component will be present, which will generate the desire of the student to learn.

The above can be presented in the form of the following Table.

| Cognitive motives (internal) | Social motives (external) |
|---|--------------------------------------|
| educational | the motive of cooperation |
| educational and informative | identification motive |
| communicative | the motive of self-development |
| emotional | achievement motive |
| communicative | |
| cognitive | |

Table 1. Categories of motives

As noted above, the existence of many different classifications suggests that in psychology there is no single general classification of the concepts of "motive", "motivation". The only thing worth noting is that most definitions and classifications are based on the allocation of internal and external motives. According to I.A. Vershinina all motifs can be divided into two large groups. Internal motivation of educational activity is by its nature natural, leading to better results. In our opinion, the educational process is highly motivated, i.e. it involves a large number of different types of activities, which is why it affects both external and internal motivation. Internal motivation plays a major role, here the teacher himself plays a huge role, contributing to its origin. If there is more external motivation, i.e. it will prevail, then this will create an unfavorable background for educational activity, when the educational subject will already act as a condition and means of achieving a personally significant motive.

Having considered in detail the interpretation of the term "motive", "motivation", we note that there are also unconscious motives in the educational process. The process of encouraging a student to study is associated with the interaction of motives, as a result of which the latter either contribute to strengthening or weakening each other. Under the influence of the leading motive, the student begins to perform a certain activity during training. In this regard, psychologists define motivation as directed activity, highlighting its meaningful and dynamic sides. A certain category of psychologists also

include types of motives to the concept of "motivation" – needs, interests, goals, drives, aspirations, etc. In such a broad sense, we will adhere to the concept of "motivation" in this scientific work.

Materials and methods of research. The main type of school, university is educational activity. Getting an education is one of the main goals of any person, so the problem of motivation is one of the main ones in pedagogy. If we take the younger age (kindergarten, elementary school), then at this age the need for impressions is expressed, there is a place for curiosity, emotionality of the child. At a more mature age, cognitive interests and deepening of knowledge come to the place of these categories. In practice, the presence of educational motivation in schoolchildren slows down with age, dulls, disappears in some altogether, therefore, we believe it is necessary to purposefully develop it. The actual problem of positive dynamics of motivation should, first of all, be taken into account by teachers in educational activities. In her opinion, a favorable atmosphere in the study group, the student's involvement in the educational process, cooperation between the teacher and the student, evaluation activities involving students contributes to the formation of adequate self-esteem, positive motivation in the educational process. An unusual form of presentation of the material, the emotionality of the teacher, an entertaining presentation with examples from ordinary life, appropriate forms of expression of encouragement or punishment form positive motivation can serve as an addition.

According to another researcher, I.A. Zimnyaya, a number of factors form educational motivation. Firstly, it is an educational system. Secondly, the organization of the educational process itself. Thirdly, the individual characteristics of the student (gender, age, self-esteem, individual characteristics, etc.). Fourth, the style of work, the individual characteristics of the teacher, his professionalism. Fifth, the specifics of the subject being studied. I.A. Zimnyaya distinguishes four motivational orientations: on the process, the result, the teacher's assessment and on "avoiding trouble". The positive influence of motivational orientations on the process and the result of students' academic performance is at a significant level. The researcher identified factors, applying and taking into account which can influence the dynamics of motivational structures and manage their restructuring. Such factors include the lack of evaluation and time constraints, a democratic style of communication, the provision of a choice situation, the personal significance of the material being studied, creative activity, the presence of interest in the content and the learning process itself.

Other researchers (D.B. Elkonin, V.V. Davydov) found that the nature of motivation can be programmed, taking into account the type of training. In their opinion, if the content of the training is built using tasks where students must independently identify the theoretical components and principles of the subject being studied, then this leads to the formation of generalized motivation.

According to O.A. Chuvalova, the effectiveness of motivation directly depends on the nature and rigidity of the teacher's control. This is due to the age of the student. The younger his age, the stronger the teacher's control and the student's own diligence.

V.D. Shchadrikov has a similar opinion, who emphasizes that a child is driven by motives, and an adult is driven by goals. It is the goal in educational activity that contributes to the productive formation of motivation among middle-level schoolchildren.

A.V. Brushlinsky and M.I. Volovikov determined that cognitive motives are formed when it is necessary to solve problems, synthesize and generalize. These brain processes provide the direction of mental activity in relation to the subject being studied. In this process, certain properties and relationships of the studied object are revealed, during which the motivational and procedural aspects of thinking reinforce each other, while constantly interacting.

If we analyze the research on motivational activity, we can say about the formation of a personally significant sense-forming motive. At the very beginning, the educational and cognitive motive begins to act, then becomes dominant, gaining independence and only after it is realized. In

other words, the organization of educational activities is at the head of everything. Goals and motives continue to evolve. In addition, it is necessary to note the motivational and motivational sphere of personality. Based on many observations, we can say that motivation is directly related to personal self-realization. "Self-actualization is considered as a continuous process, the choice of many possibilities of "growth opportunities" and "Moments of self-actualization give a person higher experiences that become a necessary part of him due to their vivid specificity" /3, p.278/.

Consideration of motivation problems is directly related to the development of the student and the class as a whole. We can say that these are parts of one whole. The basis here are the results of the study. During the formation of motivation, new reserves are revealed, which gives us its study, diagnosis. It should be noted that the effectiveness of research on motivation is associated with a constant comparison of previous results and current ones, and so on. It is also necessary to take into account the development of the student himself as a person and as a subject of activity. This excludes a superficial study of motivation.

It should be noted that the development of learning motives is carried out mainly in two ways: through the assimilation of the meaning of learning in general and through the activity of the student himself, his interest. In the first goal, the main role is played by the teacher when he informs the student of motives that have a high level of reality. For example, the desire to get good grades, to be a leader in the class, etc., i.e., the motivation associated with the desire to have a high level of knowledge.

Results and their discussion. After analyzing the research on this problem, we will give examples of conditions that arouse the student's interest in the educational activity itself:

1. The method of submission of educational material.

Subjects in the school for the student are provided as a consistent phenomenon. Each subject phenomenon is explained by the teacher. Here the role of the teacher is the main one, because everything depends on how he teaches certain material on the topic. An important role is played by the methodology (game form, lecture, real-life story, biographical data, use of terminological vocabulary, etc.), personal qualities (tone, pitch of voice, diction, appearance). If the student simply remembers and follows what the teacher says, then, most likely, the student's interest in the subject will disappear. If, acting on the contrary, revealing the essence of the topic, giving the student the opportunity to independently refine this topic, applying a creative approach, interest in the subject will increase. With all this, it is necessary to motivate a positive attitude to this subject, then only motivation will take place and contribute to the successful assimilation of the subject.

2. Work on the subject in small groups.

We note a very interesting observation. The principle of working with students in small groups plays a great motivational role. If you combine students with neutral motivation with students who do not like this subject, it will affect the first category very well, in other words, favorably. If you combine students who study this subject with interest and those who treat it neutrally, it will not affect the latter in any way.

Conclusion.

3. The relationship between motive and purpose.

The goal set by the teacher in the classroom should also be the student's goal. To create a basis for successful interaction of the goal and motive, it is important for the student to be aware of his results and prospects.

At each lesson, it is necessary to monitor motivation, pay more attention to the problem. If this is taken under control, then the average performance in the class will be good. It will also lead to the formation of cognitive motivation in the student. In case of a decrease in motivation, the teacher needs to find out the reasons for the decrease, carry out corrective work in order to eliminate the causes.

Correctional work also occupies a special place in the educational process. It is aimed at eliminating the causes that led to a decrease in the level of motivation. Here it is necessary to identify weak links in general and specific knowledge, checking them. The phasing is the main criterion here. It is necessary to individualize the training, include tasks with a fascinating plot. It is important to use non-standard classes. It is advisable to celebrate the success in the work of students, this will give a powerful boost to motivation. Obtaining the above necessary funds will allow the student to master the educational material to the fullest, complete all tasks successfully. Here there is a student's satisfaction with his work, which will give rise to a desire in him to strive for successful mastering of the material. And this is the motivation.

The relationship between student and teacher also plays a big role. This is a very important aspect. They should be humane.

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БІЛІМ БЕРУ ПРОЦЕСІНДЕГІ МОТИВАЦИЯНЫҢ ЖАЛПЫ ТҮСІНІГІ

Аңдатпа. Мотивация мәселесі педагогика мен психологиядағы негізгі, іргелі мәселелердің бірі болып табылады. Оны зерттеуге көптеген отандық және шетелдік зерттеушілер берілген. Мотивация кез келген қызметте (спорт, кітап оқу, тіл үйрену және т.б.) маңызды құрамдас бөлігі болып табылады және барлық пәндер үшін үлкен қызығушылық тудырады. Мотивациялық компонент әрбір сабақта болуы керек, өйткені оның арқасында оқушы тақырыпты түсінеді, білім алады, ой-өрісі кеңейеді. Мотивация оқуға, жаңа білім алуға деген ұмтылыспен тікелей байланысты. Бұл мақалада мотивацияның түрлері мен категориялары, мотив пен сабақ мақсатының арақатынасы да қарастырылады.

Оқудағы мотивацияның негізгі рөлдерінің бірі – оқушының оқытылатын нәрсенің болашақ мамандығымен, мансаптық өсумен және т.б. байланысы туралы нақты түсінігі. Соңғы онжылдықтарда игерілетін мамандыққа қарамастан, ағылшын тілін үйрену сұранысқа ие болды. Бұл тілді үйренудің негізі тек мотивация болады, ол студенттің кәсіби өсуімен одан әрі таныстыруымен байланысты. Зерттеулер көрсеткендей, студенттің ынтасы материалды оқу барысында әрқашан бола бермейді. Көбінесе ол азаяды немесе мүлдем жоғалады. Бұл мәселелердің тәжірибесі мен шешімі мақалада қарастырылды.

Негізгі сөздер: мотивация, педагогика, психология, студент, мақсат, кәсіп.

ОБЩЕЕ ПОНЯТИЕ МОТИВАЦИИ КАК ФАКТОРА ОПТИМИЗАЦИИ В УЧЕБНОМ ПРОЦЕССЕ

Аннотация. Проблема мотивации является одной из основных, фундаментальных в педагогике и психологии. Ее изучению посвящено большое количество отечественных и зарубежных исследователей. Мотивация является важнейшим компонентом в любой деятельности (спорт, чтение книги, изучение языка и т. п.), представляет огромный интерес для всех дисциплин. Мотивационная составляющая должна присутствовать на каждом занятии, так как благодаря ей обучающийся понимает предмет, обретает знания, расширяет кругозор.

Мотивация напрямую связана с желанием учиться, получать новые знания. В данной статье также рассматриваются виды и категории мотивации, соотношение между мотивом и целью занятия. Одной из ключевых ролей мотивации при обучении является четкое представление обучающегося о взаимосвязи изучаемого с будущей профессией, с карьерным ростом и т.п. За последние десятилетия изучение английского языка вне зависимости от осваиваемой специальности востребовано. Основой изучения данного языка послужит только мотивация, которая связана с дальнейшим представлением обучающегося с профессиональным ростом. Не всегда, как показывают исследования, мотивация у обучающегося присутствует на протяжении изучения материала. Зачастую она снижается или вовсе пропадает. Опыт и решение данных проблем рассматривается в статье.

Ключевые слова: мотивация, педагогика, психология, обучающийся, цель, занятие.

Information about author:

Aliyam Kuvanbakieva - Candidate of Philological Sciences, Branch "Center for Educational Programs" of the Autonomous Organization of Education "Nazarbayev Intellectual Schools" Senior Manager of the Editorial Department, Nur-Sultan, Kazakhstan, e-mail: kuvanbak81@gmail.com, <https://orcid.org/0000-0002-0517-2616>