

The results of the experiment show the correctness of the idea of the experiment that if the work to improve the quality of knowledge of students of a particular group will be performed systematically and on a scientific basis, using the internal reserves of the region, districts and university, then the quality of knowledge of students in this group will increase.

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**O.V. Shcherbina,**  
**teacher of the Foreign Languages Department,**  
**National University of Pharmacy, Kharkiv**

## **THE PROBLEM OF MOTIVATION OF STUDENTS' LEARNING ACTIVITY**

**Introduction.** The problem of motivation is one of the fundamental and dominating problems of modern educational process, in particular, during a foreign language teaching process. The formation, the development, the motivation of educational activity increasing, the teaching technologies usage, based on understanding the mechanisms of motivational components functioning, can significantly increase the educational process effectiveness and allow to achieve a high level of results. All these determine the relevance of this investigation.

**Materials and methods.** For the first time, the definition of “motivation” appeared in A. Schopenhauer's article “Four Principles of Sufficient Reason” (1900–1910), later this term came firmly into psychological and pedagogical use.

The current state of motivation investigation is characterized by many concepts and theories, fragmentation of theoretical ideas, expressed by terminological diversity. Thus, motivation is understood as a combination of factors determining, organizing and directing a human behaviour (a system of needs, motives, goals, intentions, ideals, beliefs, etc.), as a set of stable motives, impulses that determine the content, focus and character of a personality activity, its behaviour”, as a verbal behaviour, directed to motives choice (assertion) for explanation, grounding of real working behaviour.

**Results and discussions.** The researchers identify two ways of motivation studying: the first considers the motivation from a structural position, as a combination of factors or motives, the second - as a dynamic formation, as a process or a mechanism. But in both cases, the motivation acts as a secondary formation as to a motive and a phenomenon; as a process of activity regulation with the help of a motive.

Also, there is no common opinion in understanding correlation between motivation and motive. These two concepts are used as synonyms in many works.

Many researchers subdivide the motivation of educational activity into intrinsic and extrinsic, due to basic needs. It is important to note that it is very difficult to divide motives clearly into two groups.

Thus, the basic needs of an individual in cognition, self-development, satisfaction, pleasure from the cognition process and result achievement and enthusiasm to the educational process are the components of internal motivation (“sense-forming motives” according to A. Leontiev). Intrinsic motivation is connected not with external circumstances, but directly with the subject of studying - “I want to know the language I study in order to read, to express my thoughts and to communicate with native speakers” (Leontiev, 1971).

Extrinsic motivation (“motives-stimuli” according to A. Leontyev) is a “heterogeneous education based on two qualitatively different types of educational motives, some of which correspond to person’s basic needs satisfaction in self-respect, respect and recognition as significant by others. Others are the frustration result of basic psychological needs in autonomy, competence and acceptance, and have a negative impact on other motivational variables and directly on learning activities success.” (Leontiev, 1971).

During foreign languages teaching, motivation gains a completely different meaning, other psychological formations that generate activity are involved. It is due to the specifics of this educational subject.

It is important to note that the strategic goal of a foreign language teaching is the secondary linguistic personality formation, which owns fully a communicative competence as the ability to solve communicative tasks with the help of language tools at a quite high level (Danilova, 2000). At the end of the educational process, the student is able to lead communicative activities by means of the language studied. Thanks to the presence of this goal, both internal and external, acquires a certain meaning. The teacher’s task is to increase motivation to master the subject, to make the interest to learning process constant and steady. If students’ lessons are interesting, if they feel the necessity for what they are studying, then all their mechanisms of cognitive and speech activity work better: memory, thinking, attention. Students’ working capacity increases and they quickly assimilate a learning material. This means that high motivation is also an important factor of teaching intensification.

The following motives of a foreign language studying have been distinguished in the work of O. Fomberg, L. Pechenikova and I. Lugovskova:

1. communication as a socio-cultural need of a person;
2. long-term plans related to building a family or business;
3. professional and educational orientation;
4. love to the language and desire for intellectual growth;

5. the atmosphere of favourable communication during classes and love to your teacher;
6. access to the media;
7. knowledge of the language as the main means of intercultural communication;
8. difficulties causing intense work of cognitive forces;
9. gaining a positive assessment as an external factor that is necessary during students' knowledge and skills assessment (Flomberg, 2001).

Canadian psychologists R. Gardner and W. Lambert identified two groups of a foreign language teaching motivation: integrative and instrumental.

Integrative motivation is based on the new knowledge acquisition in the framework of a foreign language studying, in the process of interaction between the teacher and students, when the student wants to become a part of a foreign language culture, master a foreign language, understand it and communicate freely with native speakers, get a certain status in society. A long-term interest to a foreign language culture forms within students. The opportunities for self-development and self-realization open up. This reflects intrinsic motivation.

Instrumental motivation is based on a practical goal - gaining a diploma or a certificate, studying at a foreign university, getting a more prestigious job, as well as the interest of a foreign language studying under the positive teacher's influence (Karpova, 2000), which corresponds to external motivation. In our opinion, the personal teacher's qualities are an important motivational factor. The ability to create a favourable microclimate in the group, the atmosphere of mutual respect and understanding, the establishment of trusting and friendly relationship, an individual approach to the interests and needs of each student contribute to the communication skills successful development. The result of this motivation is the foreign language successful mastering.

The presence of both types of motivation is necessary for a foreign language successful studying.

Within external motivation, a person is affected by those factors that are in the world around him, outside his personality. Public opinion can be one of these factors, on which any person is dependent. We are motivated by parents, teachers; they encourage us to actions that we perform in order to receive a reward or to avoid punishment when training is carried out due to the pressure of relatives, teachers. Correspondingly, this type of motivation is divided into positive and negative. In the first case, a person is motivated by the fact that he will receive a reward or a praise, doing this work. And in the second case he will receive negative consequences for not performing this work. Thus, the extrinsic motivation differs from the intrinsic motivation by the purpose of activity performing. At the second type of motivation, a person performs those actions that bring him personal benefit.

Intrinsic motivation encourages a person to perform an activity, not because he will receive a reward for this work, but because he likes to perform it, because he enjoys the process or its result. Factors, that affect a person, are inside him; these are his thoughts and feelings. These types of motivation have different effects in different situations, therefore it is impossible to say which motivation is stronger. These types of motivation are separate, but with the help of extrinsic motivation it is possible to push a person to an intrinsic one. successful activity in any sphere. The interaction of all these factors of educational motivation formation affects the character of educational activity and its results.

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