

present conditions are highlighted, ways of their elimination are offered.

**Key words:** scout system of education, the National Scout Organization “Plast”, experience, educational opportunities, personality, “Plast” methods of upbringing, socio-political and socio-cultural situation.

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## **INCREASING MOTIVATION IN TEACHING LEARNING PROCESS**

**Abstract.** The article deals with the motivation that occupies an important place in human learning. The term «motivation» is used to denote the springs of action, which can be native or acquired. Literally it means causing or inducing movement. It is also used to mean stimulation of a desire on the part of the learner to master the subject-matter or to react to a given situation. Motivation is simply the moving power that elicits vigorous effort to learn or to do things. Motivation may also denote cravings, incentives, drives, desires, urges, or satisfactions. Motivation is effective only when it gives a mental set toward learning. The teaching approach that is a part of the regular teaching procedure often serves as the most effective form of motivation.

The effectiveness of learning partly depends on the strength of the needs and upon the satisfaction the learning brings. It can be said that the rate of learning depends on the strength of the motive. Motivation is the very heart of the learning process. A strong inner urge will mean stronger efforts. Adequate motivation not only sets in motion the activity which results in learning, but also sustains and directs it. It is concerned with the arousal of interest in learning. The learner must be motivated so that his interest will be directed towards a definite objective which will take him far beyond the experiences which are utilized as motivators toward further learning.

**Key words:** learning process, extrinsic motivation, intrinsic motivation, instructional goals, material, efforts, effectiveness.

**Formation of the problem.** Motivation is something that supports someone to do something. Motivation is some kind of internal drive which pushes someone to do some things in order to achieve something. Brown defines motivation based on behaviouristic and cognitive definition. Based on behaviouristic definition, Brown defines motivation as anticipation of reinforcement which is powerful concept for the class room. Based on cognitive definition, Brown classified motivation definition into three categories. The first is based on drive theory, motivation stems from basic innate drives, so motivation has existed since we are born. The second is based on hierarchy, motivation is something that comes from individual needs. The third is based on

self-control theory, motivation is something that appears if there is opportunity to make some one to make own choices about what to pursue and what not to pursue (self control) [1. p. 73-75]. So, motivation is one of influential factor in learning that drives learners to struggle to reach their goals in learning process and can become a stimulus in learning process. It very influences the success of learning motivation. For example, a learner who is motivated to study because he wants to get a gift from his teacher will try to study hard to get the gift that is as stimulus in the learning process. Therefore, motivation is one of the most influential factors in teaching learning process.

Motivation can be categorized into some categories. Based on how motivation comes from, it can be divided into two categories. They are intrinsic motivation and extrinsic motivation. Intrinsic motivation rises from individual inside but extrinsic motivation comes from outside of individual.

Intrinsic motivation is not influenced by external factors but it comes from individual inside factor. The internal factors might include needs, interest, and enjoyment [6, p. 27]. The needs of students can engage them to achieve learning goal. For example, a learner who learns English because he needs English skill to do communication in his social life has a high motivation in learning English in order to master English to help himself to survive in social live. In other hand, interest also has a role in increasing motivation level of student. If students are interested in studying English they will reach the learning goal easily. Then, enjoyment is also important in increasing motivation of students. If the students do not feel enjoyment in learning class, the material taught is difficult to be transferred. So, intrinsic motivation is motivation that is created by individual self influenced by personal factors that are needs, interest and enjoyment. The learners can create motivation by themselves. For example, Indonesian students who study in English speaking country are motivated to learn English because English is the language which they use in their social life. They have to learn English because they need it to survive.

Intrinsic motivation has more influence than extrinsic motivation because intrinsic motivation rises from learner self not influenced by external factor. This makes a learner to be aware what he needs to learn. Brown reported in his book that intrinsically motivated activities are ones for which there is no apparent reward except the activity self. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward [1, p. 164].

Extrinsic motivation is the contrary of intrinsic motivation. Extrinsic motivation is influenced by external factor of a learner. Marsh wrote in his book that motivation refers to external stimulus which follows as the result of a certain response [6, p. 28]. The extrinsic motivation is caused by any number of outside factors. That might include the hope of financial reward; need to pass an exam, or the possibility of future level. So, extrinsic motivation is any stimulus which comes from outside of learner and which drives the learner in learning process. Any factor that comes from learner outside and that supports students to study harder in learning process is called extrinsic motivation.

**Presenting the main material.** Countless theories have been proposed to explain human motivation [7]. Although each sheds light on specific aspects of motivation, each of necessity neglects others. The most known are such as Expectancy-value theories, Attribution theory, Social-cognitive theory, Goal orientation theories, and Self-determination theory. Over the past 25 years, contemporary motivation theories have increasingly shared and borrowed key concepts [5]. For example, all five theories discussed herein acknowledge human cognition as influencing perceptions and exerting powerful motivational controls. All also highlight reciprocal interactions between individuals and their socio-environmental context.

*The expectancy theory* of motivation is based on the belief that peoples efforts to achieve depends on their expectations of rewards. People will be motivated to do something based on whether they think that they will be successful and be rewarded.

*Attribution theory* emerged from earlier expectancy-value theories in an effort to explain the origins and antecedents (the “Why?”) of expectancies and values, ultimately emphasising the temporal sequence of events and the importance of emotions. It seeks to understand people’s explanations and excuses when it comes to their successes and failures. When people feel that they have control over their success in something, then they are more motivated to achieve it. If they feel that they will not have any control in their success they might not be as motivated to achieve.

*Goal orientation theory* merged early goal theories with the concept of implicit attributions.

*Self-determination theory* emphasises both autonomy (locus and control in attribution theory) and competence (very similar to self-efficacy). With this conceptual overlap, it is easy to get confused with the terms as operationally defined within each theory. Although different theories rarely contradict one another outright, each theory emphasises different aspects of motivation, different stages of learning, different learning tasks and different outcomes [8].

Motivation is essential to education because it ensures that students acquire new knowledge and skills in a meaningful way. If all classroom activities were interesting and fun, students would engage in them naturally. But students face many tasks that they do not like or in which they are not interested or do not feel competent. Teachers thus need to be aware of how to adapt the curriculum and their teaching so that students find the classroom activities more interesting, purposeful and enjoyable, and feel more competent to do them. Students become more effective learners when they understand how their learning and motivation systems work and how they can boost their own motivation.

Most theories of learning and instruction may acknowledge but do not integrate motivational constructs, treating them as largely given to the learning situation. Competence models mainly focus on the domain-specific knowledge that students need to acquire, and the cognitive and meta-cognitive processes

that they need to access in order to become strategic learners. However, not all students acquire knowledge in the same way and they differ in the value they attach to new knowledge and newly-acquired strategies. This means that the models commonly used to design teaching and learning do not capture all of the complexity that students bring to their learning. Unless the students’ cognitions and emotions about learning are adequately factored in, these models do not represent well the dynamics of the learning process.

Increasing student motivation is one of a teacher’s responsibilities. Teachers must have strategies in increasing students’ motivation. The strategies which can improve student motivation are giving interesting material, setting good goal and creating conducive learning situation. By giving interesting material teachers can improve students’ motivation. They need to provide them with a variety of subject and exercise to keep them engaged. We should give the student an authentic material which is close with the student’s lives. Material that is given to the students should be firmly context embedded, for example, familiar situations language and character and real-life conversations [1, p. 90]. The other strategy that also is important in improving student motivation is setting good goal. Teacher has to set goals that are meaningful, realistic, and achievable by students. So students will become highly motivated because they can see how these instructional goals are relevant to their personal goal. The other strategy that also is important is that creating conducive learning situation. Teacher can create interesting classroom with all kinds of visual material to make it to be more comfortable as learning environment for students and can set the seating arrangement to make student easy in receiving material given in learning teaching process.

The most important types of motivation for educational psychology is achievement motivation, people’s tendencies to strive for success and choose activities that are goal oriented. Their main difference in achievement is the difference in how someone is motivated. Some people are motivated to learn, while others are motivated to perform well and get a good grade. It is important that teachers should try to convince their students that learning rather than grades are the purpose of academic work. This can be done by emphasizing the interest value and practical importance of the material that the students are studying and by de-emphasizing grades and other rewards.

It has also been seen that teachers’ expectations of their students have an effect on student motivation. Research has generally found that students will live up or down to their teachers’ expectations for them, particularly in younger grades when teachers know relatively little about their students’ levels of achievement. In order to make sure that students will achieve communicates positive expectations to them. The teacher must communicative the expectation to their students that they feel that their students can learn the material. There are also ways that a teacher can imply that they have positive expectations for their students. These include:

- Waiting for the student to respond to a question.

– Avoid making distinctions of achievement among students. Assessment and results should be a private matter.

– Treat all students equally. Call on all students regardless of achievement levels, and spend equal amounts of time with them. Guard against biases.

Sometimes the course itself is interesting enough and useful enough for a student to be motivated to do well in it. However, much of what is learned is not inherently interesting to most students. For this reason a variety of incentives and rewards for learning are introduced. These might be praise, grades, recognition or prizes. However, it has been researched whether or not extrinsic rewards end up decreasing intrinsic motivation. There are ways to enhance intrinsic motivation in the classroom:

1) Arouse interest: It is important to convince students of the importance and interest level of the material that is about to be presented, to show that the knowledge to be gained will be useful.

2) Maintaining curiosity: A skilful teacher will use a variety of means to further arouse or maintain curiosity in the course of the lesson. The use of demonstrations helps to make students want to understand.

3) Use a variety of interesting presentation modes: The motivation to learn is enhanced by the use of interesting materials, as well as by a variety in the way that material is presented. For example a teacher can use films, guest speakers, demonstrations and so on, in order to maintain interest in a subject. However, all of these different materials need to be carefully planned and should all focus on the course objectives and complement each other.

4) Help students set their own goals: People will work harder for goals that they have set for themselves, than if they were set by others.

5) Express clear expectations: Students need to know exactly what they are supposed to do, how they will be evaluated, and what the consequences of success will be. Failure often stems from confusion about what was asked of them.

6) Provide clear feedback: Feedback can serve as an incentive. It can be an adequate reward in some cases. Feedback must be clear and specific and given close in time to the performance. It should be informative and motivational and help by giving them suggestions for future success.

7) Increase the value and availability of extrinsic motivators: Students must value incentives that are used to motivate them. For example, some students may not be all that interested in receiving teacher praise and grades, but might value notes sent home to parents, more recess time or special privileges.

Scientific research has provided us with a number of ways to get the learning juices flowing, none of which involve paying money for good grades. And most smart teachers know this, even without scientific proof.

1. *Fine-tune the challenge.* We're most motivated to learn when the task before us is matched to our level of skill: not so easy as to be boring, and not so hard as to be frustrating. Deliberately fashion the learning exercise so that

students are working at the very edge of your abilities, and keep upping the difficulty as they improve.

2. *Start with the question, not the answer.* Memorizing information is boring. Discovering the solution to a puzzle is invigorating. Present material to be learned not as a *fait accompli*, but as a live question begging to be explored.

3. *Encourage students to beat their personal best.* Some learning tasks, like memorizing the multiplication table or a list of names or facts, are simply not interesting in themselves. Generate motivation by encouraging students to compete against themselves: run through the material once to establish a baseline, then keep track of how much they improve (in speed, in accuracy) each time.

4. *Connect abstract learning to concrete situations.* Adopt the case-study method that has proven so effective for business, medical and law school students: apply abstract theories and concepts to a real-world scenario, using these formulations to analyze and make sense of situations involving real people and real stakes.

5. *Make it social.* Put together a learning group, or have students find learning partners with whom they can share their moments of discovery and points of confusion. Divide the learning task into parts, and take turns being teacher and pupil. The simple act of explaining what they're learning out loud will help them understand and remember it better.

6. *Go deep.* Almost any subject is interesting once you get inside it. Assign the task of becoming the world's expert on one small aspect of the material they have to learn — then extend their new expertise outward by exploring how the piece they know so well connects to all the other pieces they need to know about [6].

**Conclusions and prospects of further researches.** Motivation is an influential factor in teaching learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. High or low student motivation can be influenced by some factors. First, it is influenced by social life where students live. Second, it is influenced by the teacher. Third, it is influenced by the method used. Fourth, it is influenced by the learning environment.

Students are more motivated to engage in learning when: they feel competent to do what is expected of them and perceive stable links between actions and achievement; they value the subject and have a clear sense of purpose; they experience positive emotions towards learning activities and, contrariwise, turn away from learning when they experience negative emotions; and when they perceive the environment as favourable for learning. Students free up cognitive resources when they are able to influence the intensity, duration and expression of their emotions, and are more persistent in learning when they can manage their resources and deal with obstacles efficiently.

In improving students' motivation the teacher should pay attention to some factors. First is setting the interesting material. Learning must be motivated in such a way that interest in the material to be learned is built upon learner's existing interest. Second is setting goals that are meaningful, realistic and achievable for students. Third is setting interesting environment. Finally, when all strategies in teaching learning process are applied, the students will reach learning goal easily.

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**Анотація.** У статті розглядається мотивація, яка посідає важливе місце у навчальному процесі. Вона є визначальним компонентом організації навчальної діяльності. Особливою умовою навчання є наявність пізнавальної потреби і мотиву самовдосконалення, самореалізації та самовираження. Активізація пізнавальної діяльності без формування мотивації є практично неможливою. Тому в процесі навчання необхідно систематично конструювати, розвивати і зміцнювати мотивацію як стійку рису особистості і як могутній виховний засіб навчання. Мотивація навчальної діяльності має специфічний характер. Навчальна діяльність спрямована на оволодіння узагальненими способами дій. Вона повинна спонукатися адекватними мотивами, які безпосередньо пов'язані з її змістом. Якщо вдається сформувати такі мотиви, то вони підтримуються наповнюючим новим змістом, на основі загальних мотивів здійснюється суспільно значуща і суспільно оцінювана діяльність. Мотиви надають

можливість суб'єкту задовольняти свої потреби, реалізувати здібності, емоції, наміри. Мотивація навчання має особистісний характер, залежить від навчальних можливостей, здібностей, інтелектуального рівня того, хто навчається.

**Ключові слова:** навчальний процес, зовнішня мотивація, внутрішня мотивація, навчальні цілі, матеріал, зусилля, ефективність

**Анотація.** В статье рассматривается мотивация как средство побуждения учащихся к продуктивной познавательной деятельности и активному освоению содержания образования. Мотивация является ведущим фактором, регулирующим активность поведения, деятельность личности. Любое педагогическое взаимодействие с обучаемым становится эффективным только с учётом особенностей его мотивации. Мотивация взаимосвязана с активностью, интересом, самостоятельностью учащихся. Она объясняет целенаправленность действий, организованность и устойчивость целостной деятельности, направленной на достижение конкретной цели.

Мотивация для учащихся является наиболее эффективным способом улучшить процесс обучения. Важное место в нём занимает познавательный интерес. Для его формирования немалое значение имеет характер учебной деятельности. Мотивация в обучении имеет личностный характер и зависит от учебных возможностей, способностей, интеллектуального уровня учащихся.

**Ключевые слова:** учебный процесс, внешняя мотивация, внутренняя мотивация, учебные цели, материал, усилия, эффективность.

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#### ОРГАНІЗАЦІЙНО-ДИДАКТИЧНА МОДЕЛЬ ФОРМУВАННЯ АКМЕОЛОГІЧНОГО ПРОСТОРУ ШКОЛИ

**Анотація.** У статті проаналізовано теоретичні аспекти процесу педагогічного моделювання. Визначено вимоги до моделі як концепту досліджуваного явища. Розроблено структурно-функціональну модель формування акмеологічного простору школи в системі діяльності Малої академії мистецтв, схарактеризовано зміст її структурних складових: мета, завдання, методологічні підходи, принципи, компоненти, комплекс умов, напрями освітньо-формуючої взаємодії між педагогами і учнями школи, в т.ч. членами МАМ, науково-методичне забезпечення процесу формування акмеологічного простору школи. З'ясовано, що моделювання акмеологічного простору школи – це певна система роботи закладу освіти,