

RESEARCH RESULTS MOTIVATE STUDENT LEARNING

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Introduction. In the effectiveness of the educational process, the motivation of students plays a leading role, which is a complex and multilevel phenomenon [1, p. 157]. According to modern concepts of pedagogy and psychology, motivation is a

collection of various factors, that determine the behavior and activities of a person. The general structure of educational motivation forms the meaning, the need for training, the goals, interests, desires of a person [1, p. 164; 3, p. 256].

Of particular importance acquired learning motivation problem at present in terms of reforming higher education when the expected significant increase in the proportion of independent work. They should be responsible individuals, able to make decisions and act independently. The regulatory component of educational activity is the motivation of learning, which not only provides high performance with direct pedagogical influence, but also prolongs cognitive activity of students and transforms external regulation into self-regulation [4, p. 39].

It is known, that the high level of students' ability significantly influences the success of learning, but can not compensate for low educational motivation or lack thereof [7, p. 321]. According to the classical laws of psychology, namely the law of Yerks-Dodson, the increase in the force of motivation to a certain level contributes to the success of the activity. The results of numerous studies [7, p. 215] show, that strong positive motivation serves as a compensatory mechanism for lack of knowledge, skills and abilities.

Proceeding from the fact, that the problem of motivation is one of the main in pedagogy and psychology, many works are devoted to its research, in which the authors suggest different classifications of educational motives, namely, the results of learning ("negative" and positive "motivation), on the basis of the sources of activity ("cognitive" and "social" motives) [4, p. 39].

In our study, we proceeded from the fact, that a large number of classifications of educational motives built on the principle of their division into internal and external motives. The internal motives of the training are related to the cognitive need of the student, and it is very important, that the person acts on his own initiative in order to obtain emotional satisfaction, to receive a positive psychological state. It is known, that external motivation is divided into positive (the need of a person in achieving a certain social level, respect from the side of others, etc.) and the negative (the desire to avoid punishment, troubles, or "I study, because everyone does so" etc.)

[7, p. 164]. External positive motivation can be a powerful factor in the organization of rather successful academic activities. However, it is necessary for the internal motivation to be prevailing, that is, the tasks of acquiring skills, abilities and knowledge should be internally accepted by the person, who is studying.

Often, in higher education instructors dominate the idea that students, who have chosen their future profession and study by their own will are a priori sufficiently motivated and should be interested in studies [5, p. 58]. However, the results of numerical studies [2, p. 194; 8, p. 389; 9, p. 884] prove, that the reserves of motivation of students to study are very wide and it is from the university professorial teaching staff, that it is necessary to think carefully, systematize, organize and direct measures to enhance the motives of future specialists to the educational. To identify the features of motivation, to investigate the level of its development, and then to direct all possible methodical, didactic means for activating, maintaining and developing the students' internal motives of cognitive activity - the task of teachers of higher educational institutions.

The purpose of the study is to identify and compare the motivation of educational activities among students of the medical faculty, which could help to find ways to improve their cognitive activity.

Materials and methods. The research was conducted in two groups of students of the medical faculty. The first accounted for 88 first-year, second - 85 fourth-year students. The following methods were used to study the motivation of teaching: K. Zamfir in modification of A.A. Rean "Motivation of professional (educational) activity" and A.A. Rean, V.A. Yakunin "Studying the motives of students' educational activity" [6, p. 439].

As a basis of C. Zamfir's methodology in A. Rean's modification, which allows us to find out the motivational complex of learning, is the definition of internal and external motivation. Students were asked to evaluate the following motives for educational activities on a five-point scale: obtaining a scholarship, the desire to avoid possible troubles, need to achieve social prestige and respect from others, satisfaction with the learning process and its results, the possibility of realization in

professional activities. Then we counted the number of points that each student determined for different motives and established in him the correlation of three types of motivation: internal (IM), external positive (EPM), external negative (ENM).

Students 1 and 4 courses individually determined percentage of people every ratio motivations:

- 1) $IM > EPM > ENM$;
- 2) $EPM > IM > ENM$;
- 3) combination $IM > EPM = ENM$ or $EPM > IM = ENM$;
- 4) $ENM > EPM > IM$;
- 5) all types of motivation are low.

To study the specific motives of the students' educational activity, we used the test A.A. Rean, V.A. Yakunin. Students were offered 16 reasons for their induction and belong to different motivational systems - IM, EPM or ENM, to choose the 5 most important for them. The results of the questionnaires were calculated by the percentage of students, who chose this or that motive.

Results of research and their discussion. The results of the survey showed, that the students of first and fourth courses were dominated by internal motives for learning. The optimal ratio of the motivational complex ($IM > EPM > ENM$) was found in 62 and 67% of the questionnaire respectively. The worst motivational complex – $ENM > EPM > IM$ was observed only in 7% of first-year students and 11% of the fourth year. It was interesting to note that all types of motivation were low only in 2% of the respondents first-year students, while there were no such students in the fourth year.

Dominant motives of educational activity, obtained using the test A.A. Reana, V.A. Yakunina, presented in Table 1. Its data confirmed the results, found by the methodics of C. Zamfir, who testified, that at medical university students dominated internal motivation to educational activity. We believe it is very important, given the seriousness and complexity of the doctor's practice.

Among the main motives of the complex of internal motivation, most students chose an opportunity to become a highly skilled specialist, to ensure the success of

the future profession and to acquire profound and solid knowledge. More than half of all students, interviewed sought to get an intellectual satisfaction from the learning process. It was interesting to note that the increase in the significance of this factor in the fourth-year students (76%) compared with the first-year students (57%). In addition, 18% of fourth-year students chose to "choose not to neglect studying the following subjects", but among first-year students - only 4%. Such results may indicate that senior students, having experience, understand the integration links between disciplines of the curriculum, while first-year students are often poorly aware of the role and place of fundamental and, in particular, socio-humanitarian disciplines in the structure of their future.

Table 1.

Types of educational motivation of students

Motivation	Reasons for motivation	I course, %	IV course, %
Internal motivation (IM)	The ability to become highly qualified specialist	93	90
	Get intellectual pleasure	57	76
	Ensure success in the future profession	78	80
	To acquire deep and solid knowledge	78	75
	Regularly study subjects	4	18
External positive motivation (EPM)	Make exams "good" and "excellent"	21	36
	Receive scholarship	25	25
	Receive a diploma	31	15
	Achieve approval of relatives	26	32
	Reach the teachers' respect	18	30
	Be an example for classmates	3	5
	Do not lag behind in teaching from fellow students	3	4

External negative motivation (ENM)	Avoid punishment for poor learning	7	15
	The desire to avoid criticism from the side of teachers, classmates, relatives	10	26

Motives that are part of the "External Motivation" group were not predominant for the students. However, some of them were quite significant. In particular, for many students, the motive of obtaining a diploma was important. According to the tests of the first-year students, 31% of the respondents chose it, which is twice bigger than the number of fourth-year students with such motivation (15%).

The motivation of " relatives approval" was significant for 32% of fourth-year students and 26% for the first year. However, we drew attention to the fact that for students there were no motives related to the opinion about them as fellow students (keep up with them and be an example). For 18% of first-year students, to win teachers' respect appeared to be significant and among the students of the fourth year this motive was already chosen by 30% of the respondents. However, no student considered the educational motive "to fulfill pedagogical requirements".

The external negative motivation in the first year proved to be low. The results of the 4th year students' survey showed that "avoiding critics by teachers, relatives and fellow students" was a rather significant motive for them.

Thus, the results of our study showed , that the feature of the educational motivation of students of the medical faculty was well developed IM. One of the important reasons for this fact is obviously the specificity of the profession of a doctor, for the mastery of which a great desire and even vocation is needed. Therefore, the main task of the teachers of higher medical institutions is the maintenance of the IM at a high level.

According to the results of our researches, a special role in this may have a clear professional orientation of the educational process from the first year of study, high intellectual level and pedagogical skills of teachers of higher education. In addition, one should pay attention to such a motive of students to cognitive activity

as "getting intellectual pleasure". In this regard, in order to ensure the most effective absorption of new knowledge, skills and abilities, it is necessary to influence the emotional sphere of students. It is important to organize the educational process in such a way that it calls the mental stress, the desire to deal with unclear issues that will give students the opportunity to receive intellectual satisfaction from the learning process.

As noted above, the support of IM in students of the medical faculty needs a high level of intellectual and teaching skills from teachers. The influence of their personality and authority as leaders of the educational process is very important. It is the teachers who have to organize the educational process so as to attract interest and motivation to their subject, to science, to provide an opportunity to identify the students' intellectual, creative abilities, to satisfy the learning process with such information that will contribute to the personal growth of the student. For future professionals, teachers should be an example of continuous professional training and high-quality communication between people, which can contribute to raising the level of such a motive of the EPM as "winning the respect of teachers", which at present is not well-established among students.

Conclusions

1. The peculiarity of the educational motivation of students at the Faculty of Medicine is a well-formed internal motivation to study, which prevails over external positive and, in particular, negative motivations.

2. High level of internal motivation of students of the medical faculty should be supported by professional orientation of educational process, high intellectual level and pedagogical skill of teachers of higher educational institutions.

3. There is a need to increase the internal motivation of students "to receive intellectual satisfaction" from cognitive activity, which can be solved by applying measures to improve the organization of the educational process.

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