

## **BUILDING LEARNING MOTIVATION IN STUDENTS OF HIGHER EDUCATION INSTITUTIONS**

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The study of motivation is one of the fundamental problems of educational psychology. Motivation is a factor influencing the efficiency of learning and the success of the educational process. Any activity has the potential to become more effective and produce positive results on the condition of strong, deep motives in the person, which increases activity, influence the resistance to disadvantages, determination to achieve the set goal. This also applies to learning activities, which is more successful given the positive attitude to learning, cognitive interest, and the need to acquire knowledge, skills, and abilities.

One of the problems of optimizing learning for students of institutions of higher education (HEI) is the low level of issues related to learning motivation. This means that in the system "educational" student is not only the object of system management, but also a subject of activity.

The study of learning motivation does not clearly identify what motivates young people to learning activities. The study of students' behavioral manifestations in the learning process in HEIs provides only general explanations of motivation, but it also allows to form positive motivation for successful knowledge acquisition, which will become a guarantee of success in future professional activities.

However, this issue is very topical and has not been fully investigated, despite the significant number of scientific works devoted to the problem of formation of learning motivation in higher education. That is why the aim of our research is to study the peculiarities of motivational sphere of students of the first and second year specialty - 208 "Agroengineering", which will contribute to increasing the efficiency of their educational and professional activities.

The notion of "motivation" is explained by scientists ambiguously; it is used in psychology as a system of factors that determine behaviour and as a process that stimulates and maintains activity at a certain level.

The Dictionary of Psychology interprets this concept as follows: "Motivation - a system of motives, which determines the specific forms of activity or behavior of people.

The universal revealing of the reasons which explain this or that behavior of the person, its actions and doings, necessarily requires the analysis of those psychological moments by which they are determined, i.e. an aggregate of motives which determine a concrete behavior" [1].

Learning motivation consists of low motivations that constantly change and enter into new relationships one by one. These conditions are the need to learn for the individual, his or her motives, goals, interests, emotions.

Psychological science has developed a great number of classifications of learning motives (A.K. Markova, L.I. Bozhovich, P.M. Jakobson and others). In educational and professional activity, external and internal motivation is of great importance. Motivation of educational and professional activity is the spivotnoshenie goals, which the student seeks to achieve, and intrinsic activity of his/her personality. In teaching, motivation is expressed in the student's acceptance of goals and tasks.

To find out the learning motives of students of the first and second years of MNAU, we conducted an interview in the form of questionnaire (modified by us). The questionnaire was aimed at identifying intrinsic and extrinsic motives for educational activity.

Intrinsic motives of educational activity will be regarded as motivations based on satisfaction with the process and indirect results of educational and cognitive activity, and external - incentives which are not related to the process and indirect results of students' educational activity, but play an important stimulating role.

The research involved 127 first- and fifth-year students (90 first-year and 37 fifth-year students) of MNAU.

Thus, according to the results of the survey, we have identified the most important intrinsic learning motivations in students: general development, improvement of knowledge (high in the first year students); desire to acquire knowledge to implement them in the profession (high in the first year students); enrichment of intellect (high in the second year students); acquiring information (main in V year students); acquiring knowledge (main in V year students); understanding and mastering information in class (main in II year students); selecting necessary knowledge (main in V year students); acquiring knowledge (main in V year students); acquiring knowledge which is necessary for understanding and mastering information in class (main in V year students).

V year students); satisfaction from communication with teachers (high for V year students); satisfaction from learning (high for V year students); the need for learning (high for V year students); to become competent through learning (high for V year students).

Among the external motives of students' learning we have identified the most important: to be praised for overachievement (first year students); praise for competence and intelligence, success in learning (first year students); work ethic and creativity (second year students); Competitiveness, thinking about future profession, diploma (upper in V year students); Responsibility (upper in V year students); Conscientiousness, sense of duty (upper in V year students); Complacency of fathers (friends) and teachers (upper in

of first year students); to become successful (of second year students); to make a career (of fifth year students); to create a family (of fifth year students).

Our observations have shown that students of MNAU, where internal learning motives prevail, are more involved in the educational process. They are more active, more free in planning their professional education, self-education. However, they are equally interested in studying both general and vocational disciplines. Students with a prevailing external learning motivation are less interested in learning activities.

However, motivation is an essential factor of student activity, which determines the development and effectiveness of educational and professional activity. Therefore, the study of peculiarities of motivational sphere of learning students of HEIs is important for predicting the success of educational activity. At the same time, it is necessary both for formation of personality and for increase of efficiency of activity in this sphere.

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