Motivation Discourse of Student's Personality in Educational Activity

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Abstract: The article provides theoretical and methodological aspects of motivating students to study in higher education establishment. It is proved that motivation is the system of complementary motives formed and manifested in the activities.
The aim of this article is to study the characteristics of educational motivation of students of higher education with the allocation of leading motives.
The article emphasizes that the motives for "learning knowledge" and "mastering the profession" are the leading motives for students. Less significant is the motive "getting a diploma" and that success affects students' learning motivation.
Studying motivation is defined as a form of motivation that is a part of studying and educational activities. They are determined the following motives of student learning: cognitive, broad social, pragmatic, professional-axiological, aesthetic, status-positional, communicational, traditional-historical, utilitarian-practical, educational-cognitive, social and personal prestige, unconscious, etc. During the study it was found that success is not always determinative in motivation to study. Respondents' answers to the open questions of the questionnaire were controversial. Certain personal qualities were called by some students as the ones that promote studying, while the other respondents want to get rid of them. This suggests that motivation in studying is affected by student's character and his or her personal qualities.

Keywords: *academic motivation, need, higher education establishment.*

1. Introduction

Motivation is the key driver of behavior and activity, particularly in the formation of future professionals. The nature and structure of learning motivation is an important factor in the successful training of students in a higher education. The motivation for learning is very difficult and complex process of changing the attitude of the individual to both the discipline being studied and the educational process. The question of motives of educational and professional activities students are particularly important: motivation are the driving forces of the process of teaching and learning.

Active international cooperation between countries in the field of education and science contributes to the growth of academic mobility. More and more students go to study not only in neighboring countries but also in other continents. Studying abroad provides not only professional knowledge, but also experience of living in another society, promotes the development and formation of personality and becomes a competitive advantage. In achieving this, the learning motivation of students is important, because during the course of study it increases the energy and activity level of the individual, leads to specific learning goals and activates various types of educational activities.

2. Analysis of recent research and publications.

There are many different approaches to the definition of the nature of human motivation in psychological and pedagogical literature. Platonov (1981) purports that motivation is a set of stable motives, determined by the orientation of the individual, its value orientation and determines its activities. Motivation is multidimensional form and includes such multidimensional components as individual motivations, needs, goals and intentions, interests, ideals and values (Markova et al., 1990).

Most researchers (Zhanguzhinova et al., 2018) interpret motivation as a property, component and quality of the individual. It is an intellectual value, able to increase human capital.

Maniko (2005) was analyzing the needs-motivational sphere of agrarian students. He has concluded that most researchers in the concept of motivation include a set of conscious motives, which contain needs, motives, and goals. It's related to value orientations, ideals, feelings, emotions. The researcher notes that one of the main points of the motivational concept is the recognition of the polytheistic activity, according to which any activity is induced not by one but by several different motives.

There are dominant, leading, leading the hierarchical structure of the person's motivational sphere and determining the direction of activity, its results. In each case, the motivation is unambiguous it depends on several public factors. However, the main motivation initiative must be sustainable, since the level of its formation leads to the development of the individual as a completely ideological positions, beliefs and orientation. The motivational nature of any activity is complex and multifaceted. Moreover, it is a collection of all motives that have an impact on human behavior.

Internal motivation is an entity that characterizes this type of behavior, when incentive and regulatory factor stake place in the structure of the personal self-definition sand it is in the middle of the behavior. External motivation is an entity that characterizes behavior in those cases where the factors that prompt and regulate it are beyond the personality. Internal and external motivation can significantly influence on human behavior. Simultaneously, has a positive impact on cognitive processes and personality in general. Internally motivated activity is does not have the encouragement (it is an end in itself) except the activity. Scientist P. Peciuliauskiene convinced that the basic psychological needs of the individual is closely related to intrinsic motivation (Peciuliauskiene, 2019).

Duta et al. (2015) have proposed to present in the article a theoretical and practical approach to the effective communication in teaching, with the objective of know which are the opinions of teachers on communication skills and motivation of their students in the classroom.

Internal motivation is decisive when the student is focused on the solution of professionally oriented tasks. The formation of external motivation of students is mainly due to the professional skills of teaches including their communicative competence (Duta et al., 2015; Jurik et al., 2014).

Maclellan emphasizes that the role of a teacher in shaping a student's motivation is very important (Maclellan, 2005). He said that common was the idea that motivation was achieved and enhanced using excessive praise was incomplete evidence of how feedback could be used to promote academic achievement. And further: in fact, the motivation is a complex structure that is regulated by the students but the teacher impacts on it too (Maclellan, 2005).

Among the many different types of motivation, we allocate educational and professional. The development and formation of these types of motivation should be the subject of purposeful systematic work in a student's age. This work is carried out through the appropriate organization and content of the future specialist.

Educational motivation is defined as a type of motivation that is included in the study activity and educational activity. Educational motivation consists of motives (needs, educational meaning, motives, purposes, emotions, interests) that constantly change and enter new relationships with each other. Formation of educational motivationis not simply a growth or an increase in the negative attitude to learning. This process causes the complexity of the structure of motivational sphere, the emergence of new more mature, sometimes contradictory relationship between incentives (Markova, 1986).

The motivation for learning is increased to the to study the theoretical material when it is directly projected into future professional activities (Kember et al., 2008). Also, it promotes the professional identity of students. The most prestigious motives for students are "to become a highly qualified specialist", "get a diploma", "to acquire profound and solid knowledge" (Kashko, 2012).

Consequently, it is necessary not only to determine the dominant stimulus (motive), but also to consider the entire structure of the human motivational sphere while analyzing the motivation of educational activity (Zimnaya, 2000).

The researcher Markova (1986) identifies three types of attitudes toward learning: negative, neutral and positive. A positive attitude to learning she divided into:

– positive, implicit, active, which means the student's readiness to engage in learning;

– positive, active, cognitive;

– positive, active, personality-biased, it means the inclusion of the student as the subject of communication as an individual and member of society.

Based on these types of attitudes to the educational process distinguish two types of motives: cognitive (focused on learning new ways of action) and social.

The motives of educational activities include:

– wide social motives; cognitive motives generated by the educational activity themselves; communicative motives, motive of participation in the educational process; motives of social identification (with parents, peers, teachers); personal development reasons (professional self-determination, material well-being); motives for success (self-affirmation, self-expression); motives for avoiding troubles (Bondarenko, 2002);

– communicative, cognitive and social motives. The most effective of these is the achievement motive (the desire to succeed in the profession) (Tymoshenko, 2001);

– communicative, cognitive, aesthetic, game (Leontiev, 1996).

H. Khekhauzen professional motivation reveals three blocks:

– interest in the profession (professional-specific, general-professional, romantic, situational) and indirect interest in the profession (professional-cognitive, self-education, prestigious, concomitant opportunities, indeterminate);

– the duty provides the motives of duty (responsibility for everyday professional duties and requirements, the desire to improve the skills in the chosen sphere, innovation in work and organization, general-political and universal civil aspirations);

– self-assessment of professional competence, is quite controversial. It is difficult for a student to correlate the known properties of the profession with his personal qualities (absence of self-knowledge) or to choose a profession that meets his needs (a lack of professional information) (Khekhauzen, 2001).

The classification of methods and techniques for motivating and stimulating educational activities of students, proposed by Artyushina (2013) is rather successful. It is represented by five groups of methods:

1. Methods of forming cognitive interests and emotional development of positive attitudes to learning (communicative attack, causing interest, creating situations of moral experiences, relying on students' life experiences, interesting analogies, forming a sense of success in learning, etc.).

2. Methods of forming the duty and responsibility in education (explanation of the importance of education, nomination requirements and practical training to teach their performance, encouraging an activity and autonomy, delegation of responsibilities, etc.).

3. Methods of using the motivating influence of the training group (methods of organizing competitions, mutual influence and assistance, creating favorable social and psychological atmosphere of studies).

4. Methods of psychological influence of the teacher (suggestion, persuasion, self-repression, etc.).

5. Methods of overcoming obstacles in learning process (incentive methods: time and speed, unexpected, incomplete information).

Modern research proves that motivation is effectively influenced by:

- innovative teaching methods (Khadzhiev & Rakhimov, 2019; Tiwery & Souisa, 2019);

- discussions or interactive conversations (Alioon & Delialioglu, 2019; Wang & Louick, 2020);

- problem-based learning (Wijnia & Servant-Miklos, 2019);

- indirect learning through activities (Tsai et al., 2019);

- learning through research (Chen, 2020), in particular the creation of startups (Jinhyuk & Hyuk, 2020);

- extracurricular work (Shaffer, 2019) and non-formal education (Stancescu et al., 2018).

All these methods work only within the correct verbal communication between teachers and students. After all, the teacher is not just a transmitter of certain content, but rather a leader, mediator, creator of the educational context, able to identify the most effective ways to motivate students (Stancescu et al., 2018).

Information technology training acquired special significance nowadays, in particular different online learning activities (Cebi & Guyer, 2020; Chemsi et al., 2020). One of the modern effective ways of forming cognitive motivation of students is e-learning (Afzal et al., 2010; Harandi, 2015; Kyong-Jee & Theodore, 2011).

The analysis of scientific literature suggests that the motives of student`s learning are:

– cognitive motives (acquisition of new knowledge and desire to become more knowledgeable);

– wide social motives (expressed in pursuit of individual self-assertion in society, to adopt their social status through education);

– pragmatic motives (to receive a decent reward for their work);

– professional-value motives (expansion of opportunities to find a favorable and more interesting job);

– aesthetic motives (to enjoy learning disclosing their hidden skills and talents);

– status-positional motives (the desire to establish themselves in society through learning or social activities, gain recognition of others, occupy a certain position);

– communicative motives (expanding the circle of communication by increasing their intellectual level and new acquaintances);

– traditionally historical motives (stereotypes that arose in society and strengthened over time);

– utilitarian and practical motives (desire for self-education);

– educational-cognitive motives (orientation to methods of obtaining knowledge, mastering of specific educational subjects);

– social motives and personal prestige (focus on a certain position in society);

– unconscious motives (obtaining education not on their own, but on the influence of someone, based on a complete misunderstanding of the meaning of the information received and the complete lack of interest in the cognitive process).

So, the motivational field of educational activities of students is multicomponent and multilevel. Scientists (Vasiuk et al., 2017) have proved that students from the first to the last year of study have a gradual transition from one level to another for both cognitive and social motives.

Ovchinnikov (2008) has rather different view. He says that the dynamics of student motivation is the most significant difference between the motivation indicators for students of the first and second years of study and third and fourth years of study.

It indicates the importance for its formation of the corresponding stages of education at the higher education institution. 1–2 courses are the period of students` adaptation to the new conditions of study in higher education, 3–4 courses are "Equator" training, the transition from teaching and research to the educational and professional activities. The researcher notes that the dynamics of the motivation of students' educational activity in institution of higher education is provided by different ratios of its structural components (cognitive motivation, motivation for success and motivational-semantic formations) and changing the types of educational activities in the process of studying in higher education (educational-informative on 1–2 years of study, educational-research on 3–4 years of study, educational-professional on 4-5 years of study). Therefore, in 1–2 years of study, at the stage of the focus on the learning process and in the presence of an unformed certain attitude towards it, students are satisfied with learning and manifestation of the motivation to succeed. At the 3rd year at the stage of educational and cognitive activity, there is satisfaction with learning and motivation for success. At the 4th and 5th years of study, the dynamic aspect of the learning motivation inherent in the application of motivational strategies and its content form is inherent in the educational and professional activity phase.

At the same time, a researcher Badmayeva (2004) was studying the motivation of future social workers students and found out that during their studies at the higher education, they undergo the following changes in the motivational sphere: for the first-year students the most important motive is "obtaining knowledge", then "obtaining a diploma", and the motive "mastering the profession" takes the last place. For the second – and third-

year students the first place take the motive "mastering a profession", and the motive "gaining knowledge" is the third. The motive for "getting a diploma" remains in second place. Students of the fourth – and fifth-yearstudy put the motive "getting a diploma" in the first place, "mastering a profession" on the second, and the motive "gaining knowledge" on the third. Not surprisingly, the researcher suggests that the real motives of learning activities are those motives that are related to very close goals (protection and obtaining a diploma). The motive for "obtaining theoretical knowledge" currently is desirable, but not sufficiently effective for students of fifth-year students.

However, there are studies (Nikulina & Khrul, 2008) that prove that such pragmatic motives as "getting a diploma" are dominated by students who do not have high achievements in learning.

Consequently, among modern scholars of student motivation, there is currently no unity of thought regarding the domination of certain motives. In addition, some researchers (Nikulina & Khrul, 2008) convinced that the results of the student's progress are directly influenced by the motivation of study.

Scientists are more engaged in this problem from different countries. Having analyzed the literature, we express a critical opinion on the problem under study. Unfortunately, in Ukraine the problem of motivating the student's personality in educational activities is not dealt with at the proper level, so we have made a contribution to improving this problem.

The aim of this article is to study the characteristics of educational motivation of students of higher education with the allocation of leading motives.

The research hypothesis assumes that the motives for "learning knowledge" and "mastering the profession" are the leading motives for students. Less significant is the motive "getting a diploma" and that success affects students' learning motivation.

3. Research methods

The study includes methodological approaches and principles of teaching, which are based on the process of motivating the student's personality in educational activities, in particular - on the ideas of systemic, personal, activity, axiological and acmeological approaches and carried out taking into account general didactic principles (scientific, systematic and consistent, accessible, language learning with life, consciousness and activity, clarity, strength of knowledge, skills and abilities).

Research ethics is mandatory. Therefore, it should be noted that the experiment was carried out with the permission of the Academic Council of the National University of Life and Environmental Sciences (Kyiv) - Protocol № 7 of January 24, 2020.

In order to determine the motivation of student learning in higher education was used the methodology "Motivation of studying at a higher educational institution" by Ilyin (2002). The questionnaire on this method allows us to determine the average indicator of the coefficient of motivation in three scales: "acquisition of knowledge", "mastering a profession", "obtaining a diploma".

The study covered students of National University of Life and Environmental Sciences of Ukraine from first to fourth year. The age of respondents ranged from 17 to 21 years. The study involved 136 students (122 girls and 14 boys).

At the first stage of the study, students were informed about the study and received consent to participate in it.

At the next stage, respondents were asked to submit a questionnaire, which included 50 statements. The respondents determined their agreement or disagreement with statements. The questionnaire makes it possible to differentiate answers on three scales:

1. "acquiring knowledge" (desire to acquire knowledge, curiosity);

2. "skills development" (the desire to acquire professional knowledge and create professionally important qualities);

3. "graduation" (the desire to acquire a diploma with formal learning, the desire to find ways to bypass the exams and tests).

In the third stage, the processing and interpretation of the results was carried out as follows.

On a scale of "acquiring knowledge" in agreement with the statements of the statements No. 4, the students received 3.6 points, No. 17 – 3.6 points, No. 26 – 2.4 points. For disagreement with the statements No. 28 respondents received 1.2 points, No. 42 – 1.8 points. On this scale, the total amount of responses should not exceed 12.6 points.

On a scale of "skills development" with the consent of the statements No. 9 students received – 1 point, No. 31 – 2 points, No. 33 – 2 points, No. 43 – 3 points, No. 48 – 1 point, No. 49 – 1 point. The maximum points that could be obtained on this scale was 10.

On a scale of "graduation" for disagreeing with the statement No. 11 students received 3.5 points. With the approval of the statements No. 24 – 2.5 points, No. 35 – 1.5 points, No. 38 – 1.5 points, No. 44 – 1 point. The amount awarded on this scale cannot exceed 10 points.

4. Results

Analysis of the study results. The survey showed that for students of the first year, the average indicator of the coefficient of motivation on the "acquiring knowledge" scale from 12.6 maximum is 7.5 points. For students of the second year – 5.56 points, the third-year students – 6.18 points. Students of the 4th year on this indicator scored 6,53 points. Accordingly, during the questionnaire, the lowest rate was found for students of the second year.

On a scale of "skills development" (maximum number of points – 10) average motivation factor is 3.47 in the first-year students; 2.74 – for the second-year students; 2.82 from the respondents in the third year of study and 5,06 from the fourth-year students. The lowest points scored second year students.

There is a high average scale factor of motivation for "graduation". The results of the questionnaire were distributed as follows. The average rate of motivation from 10 possible points is 6.9 points for first-year students, 6.97 for the second-year students, 5.47 for the third-year students, and 5.81 points for the forth-year students. The decline of the motivational sphere in the third- and fourth-year students is explained by the decrease in the success of the studies, as evidenced by the analysis of consolidated progress information.

Questions No. 5, No. 13, No. 30, No. 39 were open, so no score was calculated. Let's dwell on the students' answers to them.

Answering the question "Which of the inherent qualities you do you value most?". The students indicated such personality traits as honesty, commitment, kindness, generosity, truthfulness, honesty, responsibility, honesty, perseverance, organization, humanity, humor, critical thinking, empathy, benevolence, curiosity, creativity, diligence, sociability, justice, balance, tolerance, stress tolerance, patience, loyalty, determination, punctuality, etc.

Answering the question "What qualities would you like to get rid of?" the following answers were received: "do not postpone important things for later", "laziness", "insincerity", "openness to strangers", "irritability", "uncertainty", "anger", "Secrecy", "cowardice", "openness", "aggressiveness", "stubbornness", "naivety", "softness of a character", "sentimentality", "vulnerability", "talkativeness", "trust", "insensitivity", "carelessness", "impulsiveness", "excessive self-criticism", "selfishness", "shyness", "envy", "emotional", "fear", "undecided", "indifference" and so on.

Answering the question "Which of the qualities that are peculiar to you most impedes learning?" the respondents were named laziness, emotionality, inconstancy, insincerity, excessive excitement, indifference, frivolity, cowardice, feeling of injustice, self-confidence, inattention, anxiety, intolerance, lack of motivation, search for additional earnings, etc.

Answering the question "What helps you learn?" the respondents were named "the pursuit of higher education", "perseverance", "commitment", "the desire to learn new", "admiration for learning", "understanding what needs to be learned", "the opinion of others", "communicability", "attentiveness", "interest", "persistence", "curiosity", "because you need to learn", "responsibility", "honesty", "tolerance", "eamwork", "devotion", "interest", "stubbornness and reason", "diligence", "diligence", "conscientiousness", "discipline" and so on.

Consequently, respondents' answers to the open questions of the questionnaire are ambiguous. One and the same qualities of an individual student are called as contributing to learning, while other respondents want to get rid of them. This suggests that the motivation for learning affects the character of the student, his personality characteristics. Therefore, in the educational process it is worth applying a person-centered approach. At the same time, we would like to emphasize that students often point out laziness as the main quality that prevents them from studying.

For further analysis of the results of the questionnaire, all respondents are divided into three groups according to the level of success (Table 1). So, to the first group with a high degree of success refer students who, according to the results of the last examination session, have a score ranging from 87 to 100; The second group of middle-progress – from 74 to 86; The third group of low achievement – from 60 to 73 points.

Table 1. Criteria for grouping by student success rate

Groups	Student success (points)
high level of success	87–100
average level of success	74–86
low level of success	60–73

Source: systematized by the author.

In 63 % of first-year students prevailing motivation is "graduation". Among them, 21 % of students have a high level of success, the average – 37 %, and low – 5 %. 41 % of the second-year students with high and 47 % with average success rates (88% of the total number of second-year

students) are also dominated by the desire to obtain a diploma. 62% (31% of the percentage with high and average success) of the respondents in the third year of study also prefer to receive a diploma. 56 % of students preferred to receive a diploma in the fourth-year study, 19 % of students have a high degree of success and an average of 37 % (Diagram 1.). It is understandable why cognitive motivation increases for students of the 4th year, because in accordance with the curricula, this course mainly focuses on professionally oriented disciplines. So, according to the results of the survey, it was found that progress is not always determinative in terms of learning motivation.
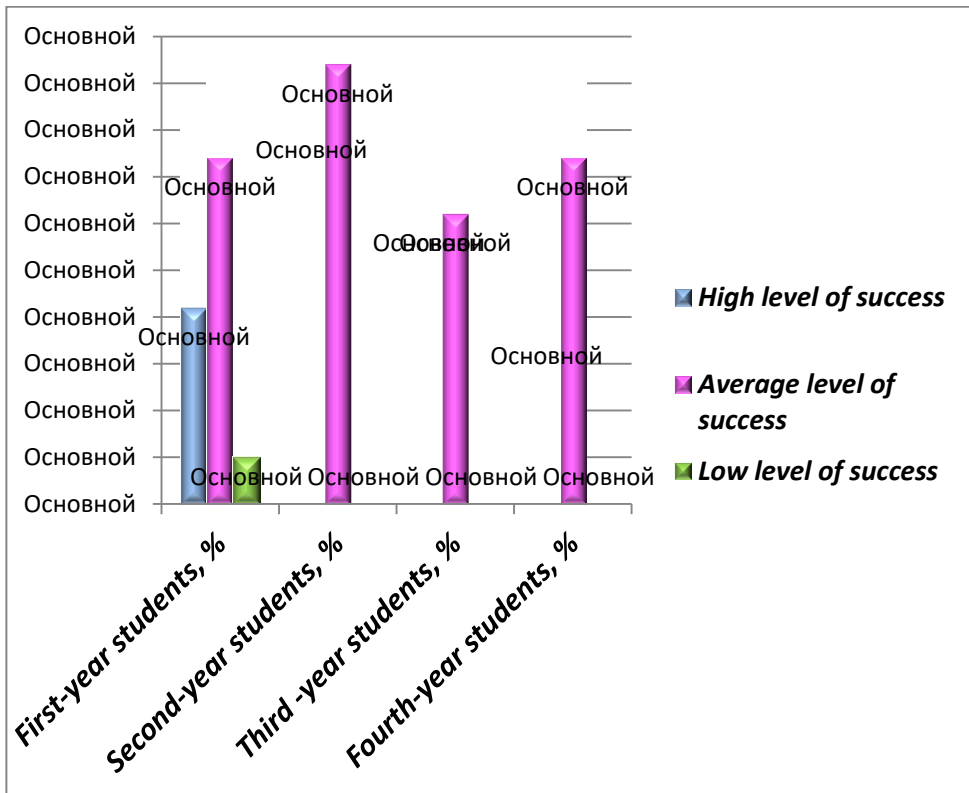

Diagram 1. Motivation of students depending on the success of studying

Source: systematized by the author.

Consequently, these students, despite the successes in their studies, wrongly chose the profession and are not satisfied with it, characterized by the desire to obtain a diploma in the formal mastering of knowledge. They

are generally not interested in the content side of their future profession, the motives for knowing for them are not dominant.

In our opinion, the main reasons for entering the institution of higher education for such students are: the desire to take the appropriate position in society; avoid military service (for boys); the need to obtain a diploma as a tool for future career development. Moreover, the choice of future profession entrant was unconscious, possibly under the influence of parents, friends etc.

Students who are dominated by such motives as "acquiring knowledge" and "skills development" as follows: first-year students 11 %, second-year – 12 %, third-year 16 %, fourth-year – 36 %.

Consequently, that students who have dominant motives such as "acquiring knowledge" and "skills development" have correctly chosen their profession and they are satisfied with studying at the University. They are characterized by the desire to acquire knowledge, interest in the content of the profession. They have the skills of independent work, trying to study the discipline as deeply as possible.

Also, we have been allocated a mixed group, where it is impossible to determine the dominant motivation. To this group we refer that students who approximately have scored the same number of points from all three criteria. Such students are 8 % of the total number of respondents. 6 % are students, which is dominated by two groups of motivation "acquiring knowledge" and "graduation".

In our opinion, this is because of that along with the desire to quickly obtain a diploma and a desire to take a decent position in society, these students are curious, have a thirst for knowledge and mastering professionally important qualities. The cognitive motives of these students are not in the last position, but they are not dominant.

5. Discussion of results

Emphasizing the interpretation of the data described in the article, we note that the results of the study, in particular, improving the motivation of the student's personality in educational activities have positively affected the problem of education in general and the problem of motivating the student's personality in educational activities in particular.

The work **confirms** the scientific conclusions of Vasylenko and Vydra (2014) that the dominant motive of study is the motive for obtaining a diploma and Nikulina and Khrul (2008) that students with average success prevail in the motivation of "obtaining a diploma"; the study of Kashko

(2012) that the most important students` motives of studying are "to become a highly qualified specialist", "get a diploma", "to acquire profound and solid knowledge".

The work of researchers **denied** scientific findings Pechnikova and Mukhina (1996) that the leading educational motives of students are "professional" and "personal prestige", and less significant are "pragmatic" (to receive a diploma) and "cognitive" motives and that the role of motivating elements varies in different courses. In the first-year leading motives are "professional", the second-year – "personal prestige", the third- and fourth-years – both types of motives, the fourth-year – supplemented by "pragmatic" reasons. The results obtained in our study also refute the conclusions of Ovchinnikov (2008) that in the dynamics of learning motivation the most significant is the difference between the indicators of students` motivation of the first-second-year and third-fourth-year of study, which indicates the relevance of the relevant stages of education in a higher education institution for its formation and the study of Badmayeva (2004), who argues that during the period of studying in students, the following changes are made in the motivational sphere: first-year students take the first place motive of "gaining knowledge", the second is "receiving a diploma", and the motive "mastering the profession" occupies the third place.

Conclusions

We want to emphasize that the study includes methodological approaches and principles of teaching, which are based on the process of motivating the student's personality in educational activities, in particular - on the ideas of systemic, personal, activity, axiological and acmeological approaches and is carried out taking into account general didactic principles consistency, accessibility, connection of learning with life, consciousness and activity, clarity, strength of assimilation of knowledge, skills and abilities.

The results of the study, in particular, improving the motivation of the student's personality in educational activities have positively affected the problem of education in general and the problem of motivation of the student's personality in educational activities in particular.

In the article studied the characteristics of educational motivation of students of higher education with the allocation of leading motives. The article emphasizes that the motives for "learning knowledge" and "mastering the profession" are the leading motives for students. Less significant is the motive "getting a diploma" and that success affects students' learning motivation.

The study of students' motivation based on the methodology of T. Ilyina "Motivation of studying in a higher educational" allowed to reveal the average indicator of the coefficient of motivation on three scales: "acquiring knowledge" (desire to acquire knowledge, curiosity); "skills development" (the desire to acquire professional knowledge and create professionally important qualities); "graduation" (the desire to acquire a diploma with formal learning, the desire to find ways to bypass the exams and tests).

It was found that the average indicator of the coefficient of motivation on the scale of "graduation" is rather high. The second-year students scored the largest number of points for this group of motives. Marked predominance of low motivation students' scales "skills development" and "acquiring knowledge". However, accented that the small number of respondents there are some variations in the scores on scales dialed "acquiring knowledge" and "skills development". The study found that success is not always determinative in learning motivation.

Therefore, the study did not confirm the hypothesis that the leading explanation for students learning motivation is "acquiring knowledge" and "skills development" less important "graduation" and that the success of the affect learning motivation of students.

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