Development Of The Theory Of Educational Motivation In Different Age Periods

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Summary

The article is devoted to the problem of studying the motives of educational activity of children of all ages with different levels of academic performance. Motivation has a direct impact not only on the epistemological activity of schoolchildren and their desire to learn, but also affects the efficiency and practical effectiveness of educational activities. The relevance of the research results is due to the leading role of motivation in the professional development of future specialists. Understanding the features of its structure, the ability to influence the change in the hierarchy of motives for teaching students in the process of their educational and professional training, a higher school teacher can make the learning process not only professional directed, but also personally oriented. In learning, motivation is expressed in acceptance student on learning goals, tasks as personally significant and subjectively necessary. In this regard, it is important to understand that learning activity is always polymotivated, and the motives of learning activity do not exist in isolation from each other.

Keywords:

motive; motivation; fulfillment; socialization; structure of motivation; training and professional activities.

1. Introduction

The achievement motive as a stable characteristic of a person was first singled out by G. Murray and was understood as a steady desire to do something good and quickly reach a certain level in any business. Motivation is understood as a concept that describes the dynamics of the interaction of many factors in a particular interaction of a person with the environment, including the experience of goal setting and behavior itself. As a leading factor in the regulation of personality activity, its behavior and activities,

motivation is of exceptional interest to the teacher and parents. In essence, it is impossible to establish any kind of effective pedagogical interaction with a child, teenager, youth without taking into account the peculiarities of his motivation. There may well be completely different reasons behind the objectively identical actions of schoolchildren. In other words, the incentive sources of the same act, its motivation, can be completely different [1-3].

The formation of motives at different age periods that give the child's further education a meaningful meaning for him, in the light of which his own educational activity would become for him a vital goal in itself, and not just a means to achieve other goals (for example, prestigious ones or fulfilling the requirements of parents etc.), is extremely necessary, without which the further study of the student may be simply impossible. It is not necessary to hope that such motives will arise on their own. It is important to provide such formation of motivation that would support the effective and fruitful educational work of each student throughout all his years in school and would be the basis for his self-learning and self-improvement in the future.

2. Theoretical Consideration

Any activity is carried out under the influence of certain motives, which are the engine of the activity of its subject. The totality of such motives forms the motivational sphere of activity. Educational activities are no exception. Its motivational sphere includes the needs of the student, his interests, beliefs, ideals, ideas about himself, value orientations.

There are incentive, organizing and sense-forming functions of the motivation of educational activity, which in their unity provide its leading role [9]. The leading one among them is the sense-forming one, since it is it that

provides the educational activity with personal meaning and significance, determines the nature of the manifestation of the other two functions.

The formation of the motivational sphere is a necessary prerequisite for the success of educational activities, therefore its development requires purposeful pedagogical influence.

Learning motivation is determined by factors specific to learning activities: the educational system itself, the educational institution; organization of the educational process; subjective characteristics of those who study (age, gender, intellectual development, abilities, self-esteem, interaction with others, etc.); the subjective characteristics of the teacher, primarily his attitude to the student, to his own work; the specifics of the subject.

Learning motivation, like any other, is a systemic, hierarchically structured formation and is characterized by direction, stability and dynamism.

Learning motivation is based on the need - the mental state, which is characterized by the cognitive activity of the child, her readiness to acquire knowledge. The emotional experience of a cognitive need and its satisfaction is an interest [5].

An important prerequisite for the emergence of interest in learning is the upbringing of broad social motives for this activity, understanding its content, and awareness of the importance of acquired knowledge for one's own life.

A necessary condition for the development of interest in the content of study and the actual learning activity is its organization, which enables students to show intellectual independence and initiative. Therefore, in the lessons I try to use such tasks and questions, the solution of which requires active search activity from students.

An important role in the formation of interest in learning is played by the creation of problem situations, the feasible complexity of the educational material. I try to diversify the educational material and methods of educational activity. Knowledge of the new should also be based on previously learned knowledge. Of great importance in the development of interest in learning are its emotional coloring, the personality of the teacher, the forms of his communication with students [6].

Different types of interest can be correlated with certain motivational orientations. O. Savonko and N. Simonova identify four motivational instructions (on the process, on the result, on the teacher's assessment and on "avoiding trouble"), which, together with other components of educational motivation, determine the direction, content and results of educational activity [11]. The effectiveness of teaching is associated primarily with the orientation of the individual towards the process and result, much less - with the orientation towards teacher evaluation and almost does not depend at all on the orientation towards "avoiding trouble".

Thus, learning activity is predetermined primarily by an internal motive, when the cognitive need of a person "meets" with the subject of activity - the formation of a generalized mode of action - and is "objectified" in it, as well as with external motives (self-affirmation, prestige, duty, necessity, achievement and etc.). Significantly, although ambiguously, the need for communication and dominance affects the effectiveness of learning.

In the formation of the motivational sphere, it is necessary to take into account the emotional attitude of the student to learning. There are three types of such attitudes: negative, neutral and positive [2].

An important element of the motivational sphere are goals that ensure the realization of motives. Motives are correlated with learning activities as a whole, while goals correspond to individual learning activities and ensure their actual implementation. The process of setting goals requires certain skills, the level of formation of which characterizes the maturity of the student's motivational sphere. These skills include:

reasonable choice of one of several possibilities;

self-setting and long-term retention of the goal;

setting long-term goals and adjusting them depending on the circumstances;

implementation of the set goals, the choice of adequate means of implementation and overcoming possible obstacles [4].

The following psychological determinants of the stability of educational motivation have been established:

dependence on the initial type of motivational structure (procedural motivation prevails) gives the structure greater stability;

more stable is the structure in which procedural and productive motivational orientations take the first and second places;

personal significance of the subject content of the activity;

type of learning task [3].

But when the student himself reaches for knowledge, education? Then, when they are driven by internal urges for learning activities or learning activities in general, i.e. motives. The role of motives can be needs, interests, beliefs, attitudes, values and ideals. A student is motivated to study not by one motive, but by a number of motives of different properties. Each of them interacts with the others.

In practical pedagogy, all the versatility of the motives for the educational activity of students is combined into three interrelated groups [6].

Directly motivating motives based on the emotional manifestations of the personality, on positive or negative emotions: brightness, novelty, curiosity, outwardly attractive attributes; interesting teaching, attractive personality of the teacher; desire to receive praise, reward (for completed tasks), fear of receiving a negative assessment, punishment, fear of the teacher, parents, unwillingness to be the object of discussion in the class, etc.

Perspective-motivating motives are based on understanding the significance of knowledge in general; of the subject in particular: awareness of the ideological, social, practically applied significance of the subject, certain specific knowledge and skills; connection of the subject with the future independent life (admission to the institute, choice of profession, creation of a family, etc.); hope for future awards; developed sense of duty and responsibility.

Intellectual incentives are based on getting pleasure from the very process of cognition; interest in knowledge, curiosity, an attempt to expand one's cultural level, acquire certain skills and abilities, enthusiasm for the process of solving educational and cognitive problems, etc.

Among the intellectual incentive motives, cognitive interests and needs occupy a special place. The lowest, elementary level of cognitive interest is determined by attention to specific facts, knowledge, descriptions, and actions according to a model. The second level is characterized by an interest in dependencies, cause-and-effect relationships, in their independent establishment. The third, highest level turns out to be interested in deep theoretical problems in creative activity in order to assimilate knowledge. The formation of the highest level of cognitive interest indicates the presence of a cognitive need.

Thus, the motivation for learning is a system of persistent motives that determines the specific active educational and cognitive activity of the student.

Stimulate (lat. - excite, encourage) - means to induce to action, give impetus, encourage [7]. In my work, I use the following methods of stimulation:

Encouragement is a method of expressing a public positive assessment of the behavior and activities of pupils. It reinforces positive skills and habits. The action of encouragement is based on the excitation of positive emotions. That is why it inspires confidence, creates a good mood, increases responsibility. The types of encouragement are quite diverse: approval, praise, gratitude, premium, reward, important assignment.

Approval is the simplest form of encouragement. I can express approval with a gesture, facial expressions, a positive assessment of the behavior or work of a student, a class, trust in the form of an assignment, approval in front of a class, teachers, parents. Trust, respect inspire self-confidence, self-esteem. The highest level of encouragement is gratitude, a reward that evokes and maintains stable positive emotions, gives pupils long-term incentives, because they crown long and persistent work.

But I encourage not only pupils who have achieved success, but also those who have shown diligence, responsibility, sensitivity, helping others, although they have not achieved high results; encouragement requires a personal approach; it is important to timely support the insecure, lagging behind; when deciding the issue of encouragement, I consult with pupils.

Competition is a method of striving for the natural need of students to compete and give priority to the education of the qualities they need and the society. Competing, schoolchildren quickly learn the experience of social behavior, develop physical, moral, aesthetic qualities.

To organize the competition, I adhere to the following conditions and requirements:

I'm thinking about organizing a competition. It is necessary to determine the goal and task of the competition, draw up a program, develop evaluation criteria, create conditions for the competition, summing up and awarding the winners. The competition should be hard enough, exciting; points of the competition - specific, so that the results of their implementation can be evaluated and compared; evaluation - simple and understandable for all participants.

I set the direction and content of the competition. A person must get used to the active struggle for his future from childhood and in real conditions. Everything in life should be in school.

The effectiveness of the competition is significantly increased if its goals and tasks, the conditions for conducting it are determined by the students themselves. They sum up the results and determine the winners. I support, direct the initiative of pupils, and provide concrete assistance.

The method of punishment is the most famous

Punishment is a method of pedagogical influence, which should prevent undesirable actions, slow them down, and cause a feeling of guilt in front of oneself and other people. I use such types of punishments that are associated with the imposition of additional duties, the deprivation or restriction of certain rights, the expression of moral condemnation, accusations. I practice various forms of punishment: disapproval, remark, reprimand, warning.

To develop the need for knowledge and interest in mastering them, I use a variety of ways and means. Among them: the novelty of educational material, the use of vivid examples and facts in the process of teaching new material, historicism, the connection of knowledge with the fate of the people who discovered it, the practical application of knowledge in connection with the life plans and orientations of students; I use new and non-traditional forms of learning, problem-based learning, heuristic learning, computer-assisted learning, the use of multimedia systems, the use of interactive tools; mutual learning, reviewing the answers of comrades, evaluating the oral answers and written works of classmates, helping weaker students; participation in discussions, creation of situations of self-examination, analysis of one's own cognitive and practical actions, etc.

Thus, the use of various methods of stimulating the motivation of behavior and learning contributes to the activity of students in any kind of educational and cognitive activity.

In developmental and educational psychology, it is customary to distinguish the following periods of development of children and schoolchildren: infancy (up to 1 year), early childhood (2-3 years), pre-preschool age (3-5 years), preschool age (5-6 years), younger school age (6-10 years old), middle school age or adolescence (11-15 years old), senior school age or early adolescence (15-18 years old).

The upbringing of children, adolescents, and youth is aimed at developing their independence and responsibility, adherence to principles and a sense of dignity, creative activity and critical thinking.

Regardless of the difference in age and value system, any relationship with a preschool child should be built from the perspective of an adult. The child must always know that adults see his real potential and that where he can grow, he will be stimulated, and where he is still helpless, he will be helped.

The preschool child always adopts the hierarchy of values from adults. He perceives objects as something valuable, if an adult considers them valuable, he is not yet able to understand the inner value.

With the acquisition of practical experience and the development of a cognitive and social orientation, a preschool child develops aspirations for independence. Independence is always the product of obedience to the demands of adults and, at the same time, the child's own initiative. And the better, deeper, more understandable the child has mastered the rules of behavior, the more opportunities she has to initiate and independently apply them in new conditions. The importance of the active activity of the child himself is growing. It is regulated by known and understandable rules of conduct. Their consistent application by the educator and, accordingly, a reasonable assessment of the actions of children who adhere to or violate a certain rule become a criterion for their assessment and self-assessment, the basis of their moral behavior. Everyday action according to the rules ensures the formation of the most complex habits in preschoolers: everyday, cultural, moral.

Primary school age is associated with the education of children in the primary grades.

The successful organization of the educational work of younger students requires constant care for the development of their voluntary attention and the formation of strong-willed efforts in overcoming the difficulties encountered in mastering knowledge. Knowing that children in this age group are dominated by involuntary attention and that they have difficulty concentrating on the perception of "uninteresting" material, teachers tend to use various pedagogical techniques to make learning more entertaining.

An important condition for the development of moral knowledge of younger students are positive changes in their thinking.

Therefore, in addition to the analysis of natural moral situations that arise in communication with adults and peers, purposeful educational work is necessary. At the same time, such forms of work are important as collective reading and discussion of stories with moral content, the creation of special problem situations in the classroom, in which the task is to teach children to analyze the behavior and feelings of the characters, to compare the moral situation presented in a literary work with similar life situations. Thanks to this, schoolchildren learn to "transfer" the moral content directly given in the story to moral phenomena from the real life of children [9].

The process of assimilation of moral knowledge by younger schoolchildren essentially depends on their learning to correctly perceive the moral situation, adequately evaluate moral actions, and understand moral motives. Along with this, it is necessary to cultivate an organic unity between a correct understanding of the moral situation and the ability of schoolchildren to empathize, sympathize, that is, to cultivate a personal attitude towards certain moral phenomena and actions. This, in turn, is a necessary condition for educating a child in one of the important mechanisms of persuasion - the moral need to act in a certain way, in accordance with the learned moral norms and principles [11].

Important features characterize the organization of practical activities of younger students. At preschool age, the main activity of the children is the game. Even the simplest types of labor are better and more readily performed by them when they are dressed in a playful form. Significant changes are taking place in younger students in this respect. Although play occupies a prominent place in their lives, they begin to realize the importance of productive labor, self-service labor, helping adults, and strive to acquire labor skills and skills that are available to them. That is why it is so important to expand the sphere of labor activity of younger schoolchildren, especially its collective forms. Specific for younger schoolchildren is that it is on the basis of their inclusion in teaching and work that they form an awareness of their social duties, develop an interest and desire to participate in public life.

Adolescence is commonly referred to as the transitional age, as it is during this period that the transition from childhood to adolescence takes place.

Of particular importance in the organization of educational work of adolescents is the internal stimulation of their cognitive activity, i.e. development of their cognitive needs, interests and motives for learning.

It is very important to pay attention to giving the learning process a problematic character, to teach adolescents to find and formulate problems themselves, to develop their analytical and synthetic skills, the ability to make theoretical generalizations. An equally significant task is the development of skills for independent study work, the

formation of the ability to work with a textbook, to show independence and creativity when doing homework.

Awareness and observance of moral norms of behavior by adolescents is manifested in the experiences of moral pleasure, while violations of them cause them emotions of indignation, anger, condemnation, and shame. Noble deeds are accompanied by experiences of joy.

The educational process provides many opportunities for the development of students' self-awareness: pedagogical assessment of the teacher, mutual assessment of classmates, analysis of the actions of adolescents and the results of their activities.

With the growth of independence, middle school students have a need to be guided in their activities and behavior by personal views and principles.

Essential for the formation of adolescents' beliefs is the accumulation of experience of moral behavior in situations that require the choice of an act. The ability to make an independent moral choice testifies to the development of a teenager. Moral choice as an important aspect of moral activity helps adolescents to become more aware of the ethical norms accepted in society and gradually assimilate them as internal standards of moral behavior.

Senior school age is a period of early youth, characterized by the onset of physical and mental maturity. However, the process of personal formation of students of this age is not going smoothly, it has its own contradictions and difficulties, which undoubtedly leave their mark on the process of education.

Early youth is characterized by the growth of self-consciousness. These are awareness of one's qualities and capabilities, the need to be responsible for one's actions, an idea of one's place in life, awareness of oneself as a person. Associated with this is a great interest in moral problems - happiness and duty and social relations between people, love and friendship. In this regard, we can talk about the formation of moral consciousness in senior school age.

The complexity of educational work in early youth lies in the fact that at this age the scope of free communication is greatly expanded, as well as the free choice of activities, which is not sufficiently accessible to educational influences. At the same time, the natural growth of independence seems to separate pupils and educators. Such interests and experiences appear that are deliberately hidden from educators, and any attempts by adults to penetrate them are regarded by boys and girls as an attempt on their independence.

At senior school age, most students have stable cognitive interests. This is especially true for high achievers. Studies show that the most common interest is in studying subjects of the natural cycle: mathematics, physics, economics, computer science. This is reflected in the understanding of their role and significance in scientific and technological progress. For this reason, some high school students pay less attention to the study of humanitarian subjects. All this requires teachers not only to improve the quality of teaching these subjects, but also meaningful extracurricular activities in order to arouse and maintain the interest of boys and girls in the study of literature, history and other humanitarian subjects. As for middle- and low-performing students, many of them do not have clearly defined cognitive interests, and some of them often study without sufficient desire at all. Psychologically, this is explained by the fact that difficulties and lack of success in mastering knowledge negatively affect their emotional and motivational sphere, which ultimately reduces the tone of their educational work. This shortcoming can be overcome only if they are provided with timely and effective assistance in their studies and improve the quality of academic performance.

The development of mental abilities and the desire for deeper theoretical generalizations stimulate the work of high school students on speech, give rise to their desire to clothe their thoughts in more accurate and vivid verbal forms, to use aphorisms, excerpts from scientific works and works of art for this purpose. Some keep records of new words, terms and interesting sayings of prominent people in special notebooks and notepads. All this must be taken into account in educational work and help students hone their thoughts, teach them to refer to dictionaries, explain scientific terms, foreign words, etc. in detail. A particularly important role in this is played by the organization of extracurricular reading, work on the education of a culture of speech, and assistance to students in overcoming speech defects.

Conclusions

Motivation as a leading factor in the regulation of personality activity, its behavior and learning is of exceptional interest to all people. No effective social interaction with a person (socio-pedagogical interaction with a child, teenager, youth) is possible without taking into account the peculiarities of his motivation.

The motives are the internal motivations of the individual to one or another type of activity associated with the satisfaction of certain needs (physiological, aesthetic, the need for security, recognition, self-actualization, knowledge and understanding, etc.).

The formation of the need to acquire knowledge is significantly influenced by the situation in which the student experiences satisfaction from his success in learning. This factor is effective in all cases. First of all, it is important for underachieving students, especially when difficulties in learning are not only not overcome, but even grow, when the student loses faith in his success, stops learning, and reveals a negative attitude towards learning. I try to timely create a situation of success for such schoolchildren, which stimulates satisfaction, a sense of joy,

and instills confidence in their own strength. The student begins to understand that the situation is not hopeless, that his efforts aimed at mastering knowledge can produce positive results. For capable students, when learning is easy, a situation of intellectual satisfaction occurs when a higher level of difficulty is overcome.

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