

Approaches and Methods for Motivation Development at University

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The article deals with pedagogical technologies, innovative approaches and methods of work with students, motivating them to be engaged more in the training process.

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Modernization of the Russian system of professional education is determined by updating and improving of approaches and methods aimed at developing students' motivation in studying. Learning efficiency largely depends on the level of students' motivation to study.

From psychological findings we know that people are motivated by values, needs and requirements. There are two types of motivation: intrinsic and extrinsic. Intrinsically motivated students learn new things within the studying process. These students are observant, curious, receiving inner satisfaction when discovering something new. Extrinsically motivated students need approval for completed task. Most students are motivated by a combination of internal and external influences.

Pedagogical practice shows that often it is required to encourage students to study, to orient them to achieve a certain result, maintain their energy and perseverance, to assist them in overcoming apathy, tiredness, etc.

To solve this problem we should apply some technologies, approaches and methods for developing not only cognitive motivation, but professional motivation as well: anthropo-oriented, modular, game-based, productive, creative.

Anthropo-oriented technologies are a synthesis of structured methods of organizing seminars, video training, discussions, mini-conferences using process visualization capabilities and technical resources, respecting the equality of all members of the university integrative learning space. Anthropo-oriented technology is designed so that students have more opportunities to influence the choice of discussion questions and training content. According to L.L. Redko, their objective binary facilitates the acquisition of knowledge about the norms and attitudes, rules and prohibitions, as well as the skills they use in their professional activities. [1]

Anthropo-oriented approach in training allows to focus on a person as a basic value, the learning objectives, with access to integrity and balance of individual aspects of personality development; focus on natural characteristics of a person, his spiritual development.

Below you will find examples of such technologies we use in teaching practice.

ETRI Technology (Experience – Tactics – Reflection – Implementation) is used for small groups interaction. This technology is implemented according to the following algorithm.

1. Experience. After receiving a task, a small group shares experience

on the problem between each other involving all members of the group and collects a “bank of initial data”.

2. Tactics. Correlating the problem and “initial data”, a small group develops tactics (finds a way) to solve the problem and “approves” (tests) the decision.

3. Reflection. Test results and ways used to achieve them are evaluated. Participation and personal contribution to the “product” of group interaction is required.

4. Implementation. On this stage should be created the strategy how to implement the developed model of interaction in a small group to solve the stated training and identical (but real) problems. If needed a real professional situation could be played out.

It is important to note, that each stage of model realization may be broken down into smaller steps using the same ETRI technology.

Panel discussion on current issues of professional activity involves highly skilled experts who share their opinions on the matter. Panel discussion – a modern form of work with the audience, with maximum level of interactivity and dynamism. Recognized practitioners, theorists and teachers are invited as keynote speakers to set the pitch. Their reports and well-reasoned ideas are attentively listened and followed by discussions. Not only students but all stakeholders are involved in discussion.

During the lecture, you can activate the mental activity, draw interest to the training material, thereby increasing the motivation to learn. This is achieved by special techniques and methods based on the concept of problem-based learning. These methods include lectures-conversations with questions to the audience, joint conclusions and certain provisions making based on the studied material, brief overview and discussions during the lectures, etc. In modern didactics discussion principle of new information presentation came into practice in the form of problem-based learning, when making independent research students themselves find solutions to any problem. At this kind

of classes students learn how to communicate, act as opponents and find arguments within discussion. Conversation is a dialogue between teacher and students. During conversation the teacher develops student’s ability to make their own assessment of current events, opinions and positions. Interactive nature of conversation provides the motivational sphere of influence on the student’s personality, stimulates cognitive interest.

Lecture-press conference. Indicating the topic of the lecture teacher asks students to make written questions to him on the issue. Within two to three minutes most students formulate their questions and pass them to the teacher, who has about three to five minutes to sort questions on their content and begins the lecture. Lecture is made not in the form of giving the answers only, but as a coherent text including the answers.

E-learning tools also act as a motivating factor in the university practice.

Multimedia technologies in training suggest a set of modern audio, television, visual and virtual communications implemented for educational activities. In line with our experience, this method is efficient during lectures and workshops and helps students to make multimedia presentations.

Video training – a social-psychological training, which actively use modern tools to work with the video in order to improve the efficiency and success of training.

Video training – is a peculiar form of work where the student exercises are recorded, followed by parsing and correcting their behavior. This method allows future professionals “form” parts of their behavior, adjust them, to develop a new model of communication and behavior. Video training is one of the main methods of conducting practical training and develop useful skills. Formulation of problems in the training may be different, but not necessarily related to the acquisition of knowledge, the formation of skills and behavior correction.

Video training relates to advanced technology training and information

transfer to ensure maximum efficiency and minimum cost.

Thus, the anthropo-oriented technologies help to encourage students be more active during the classes, allow to show greater independence, contribute to the acquisition of knowledge and skills and apply them in their professional activities.

Modular technology involves distribution of educational discipline problems on certain components (each topic can be studied at one level or another: a general introduction to the problem, in-depth study and decision-making methods, special approach to problem solving based on their own choice and justification of actions).

Modular technology is based on the following idea: a student learns independently and a teacher manages the studying process: motivates, organizes, coordinates, advises, monitors. The essence of this principle is that a student independently with the support of the teacher achieves specific goals of educational-cognitive activity in the course of the module. Module is considered to be the target functional unit that combines content of the training and technology of knowledge acquisition in high-level integrity.

What is the main difference of modular technology from other training systems?

First, the learning content is presented in complete independent complexes (information blocks) and their studying is carried out in accordance with the purpose.

Second, changing the form of communication between teacher and students. Training is provided through modules and private, individual communication. This kind of training modules allow to make transition to the subject-subject basis.

Third, increasing the maximum amount of time students work independently, learn how to plan their activities, promoting self-organization, self-management and self-esteem. This enables them to test themselves acting and determine the level of knowledge and skills development, see gaps in their knowledge and skills. Teacher also man-

ages the educational-cognitive activity of students through the modules, but it is softer and highly targeted type of management.

Fourth, the presence of modules with printed handouts allows teacher to make work with the students more individual. No need for individual counseling.

When implementing modular technology we followed certain rules:

1. Before each module (except the first one) entrance control of student's knowledge and skills should be done in order to get information about the level of their preparedness to work on the new module.
2. If there are any gaps in students' knowledge the proper correction should be foreseen.
3. Interim and final control at the end of each training element (self-control, mutual control, reconciliation with the sample) should be provided. Current and intermediate controls are intended to identify gaps in learning to address them directly within the training.
4. After completing the module final control is foreseen to reveal the level of module learning outcomes achievement.
5. If the final test shows a low level of understanding and lack of skills, then the revision is needed.

Implementing modular technology in our pedagogical practice, we came to the following conclusions.

Modular training engages each student in active and efficient training process and cognitive activity, working with differentiated content program. It implies individualization of control, self-control, correction, counseling, certain level of independence. It is important that students get opportunity for larger self-realization that promotes learning motivation. This training system ensures each student mastering educational standard and promotion of higher education level. Described technology assists in development of personal characteristics such as student autonomy and collectivism.

Teacher position in the training process also changes dramatically. First

of all, the changes refer to its role in this process. One of the main tasks of the teacher is to motivate students in managing their learning and cognitive activity and to consult them. Certain changes of teacher's activities within the training have an impact on his/her preparedness for the classes. In this case, the teacher is not preparing how to explain the material better, but how to manage the activities better. Since the control is carried out mainly through the modules, the task of the teacher becomes to make competent separation of module integrative didactic purposes and structure learning content for these purposes. This is a fundamentally new way to prepare for the teaching and training process. And of course it leads teachers to the need of making analysis of their experience, knowledge, skills and searching for better technologies. Planning learning objectives and learning outcomes, definition of the program activities, awareness of possible difficulties, clear definition of the training forms and methods furthers the teacher in understanding their students better.

Game-based methods also work with students and motivate them to increase interest in learning.

Application of business and role-playing games has a special significance for the formation of managerial and organizational thinking of future specialists. Games imply living modeling of training process. Participation in such games allows students not only to understand the basic principles of production process, but also to acquire professional skills. Business game is a form of simulating the objectives and social features of their future professional activity.

Remaining one of the forms of pedagogical process, educational business game is recreating the context of the future work in its subject and social aspects. In a business game students perform quasi professional activity that combines studying and professional elements. It allows them to develop required competence – interaction and management skills, collegiality, ability to lead and subordinate. Such games

bring develop personality, facilitate the process of adaptation to the profession.

Business game is implemented in a dialogue mode of communication and focuses on two types of goals: role-playing and teaching.

Active, productive and creative method for has proven their efficiency in student's motivation in the modern university practice. They aim to promote student's interest in the development of creativity, and increase the level of activeness. Intensive methods implemented in pedagogy are aimed at achieving better results in less time. Some of these technologies are broadly used in our university.

One of the efficient tools for studying motivation is a "brainstorming" or an intensive search for solutions. It is an organized process of generating ideas through open and free of barriers discussion. Brainstorm starts with the selection of the topic or problem. The instructor asks each person to express his/her opinion. But the criticism is not allowed. When there is a lack of ideas stimulating questions are required. The ideas must be recorded on the board. Then some of them are chosen from the list, discussed and ranked. Finally, a majority of votes determine one or two most progressive ideas that need further development and implementation.

This method is used as a way to obtain a large number of ideas from a group of students in a short time. An advantage of this method is that the teacher can encourage participants to use their imagination when thinking of ideas. The main features of the method are as following:

- Teacher asks students to express their ideas, no matter how incredible they may seem;
 - Qualitative assessment is not made;
 - Obtaining the largest possible number of ideas, not rejecting anything;
 - After an intensive search for solutions selection and evaluation of all ideas is made;
 - Analysis of all possible solutions.
- Another way to motivate students could be team-working.

Work in small groups – trade unions. It implies division of a large group into small ones, working in different parts of the classroom. The method facilitates communication in the group and fits different types of training. When applying this method teacher must:

- Clearly explain the task and the roles;
- Analyze students' answers within the training process and ask questions;
- Include other groups in the report.

Work in pairs. To implement this method teacher asks a question and then students have about five minutes to think about the answer. Advantages of this method are as following:

- All students must share their opinion – a pool of ideas is ready;
- More reliable comparing with a full group;
- Can help to get in contact at the beginning of classes.

Intensifiers and uniting exercises. As a rule these are short and funny games and exercises that promote better acquaintance and close cooperation. They are usually used in the first studying years, however one can address to them any time if students started to form groups. Such exercises can help newcomers feel more comfortable and get to know each other. Intensifiers help:

- to animate the group after long or difficult classes or after the break;
- to draw the group's attention if the teacher reveals less interest in other activity or subject;
- to immediately switch the discussion to another topic, to avoid conflict.

Case Study (Case analysis) – an effective method of motivation in the classroom environment. It allows you to add items to the problem-based learning. Students not only have opportunity to update previously acquired knowledge, but also to actively get new skill and develop them. Of all the diversity of illustration, example and estimation situations within the educational process the main emphasis should be made

at problem situations. The situation in the communication process, containing a problem that requires professional decision – the so-called problem situation. It allows to develop ability to identify the main problem, determine the objective, properly formulate the task, identify the symptoms of problems, develop methods for solving the problem, which is particularly important for the specialist in the field of public relations.

Basket-method is based on the principle of throwing ball to the backboard during the sport training. Also students should actively suggest proposals on the discussed issue and the teacher writes them on the board. Then comes the turn for discussion, choice of the most efficient ideas and their positioning according to the rating results.

Diary, as noted by V.G. Bogin, M.V. Zyuzkov, Y.M. Orlov [2, 3, 4] it is one of the most useful tools for learning and self-development. That is why we consider it as a tool of motivating students to work independently. We offer three types of student's diary.

"Reflections on Me" – a kind of diary intended to fix in it:

- Own findings, the results after performing special exercises aimed at analyzing a day, a week, a month;
- Summaries of reflections on various topics;
- Self-characterization notes.

"Success map" – a peculiar kind of diary in which you want to record only the positive results of the activity (i.e. successes) per day.

"Diary of professional growth of future specialist" – a kind of a diary, where the future specialist captures the level of development of his professional abilities and skills, including the culture of appearance, the culture of communication, language culture, culture, self-regulation culture.

In conclusion, we would like to note implementation of these methods, approaches in pedagogical practice increases student's motivation. And student's motivation is one of the most efficient ways to improve the training process.

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