Tools and Mechanisms of Motivation Support in the Process of Training Students of Higher Educational Institutions

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ABSTRACT

The relevance of this topic lies in the fact that the current stage of social-economic development is characterized by the emergence of the problem of improving the efficiency of educational activities at all levels of education. Special attention has been paid to the issue of students' motivation in higher educational institutions in recent years, as it testifies to the quality of educational activities.

Motivation significantly affects the formation of worldview of individuals, their behavioral reactions, internal emotional condition, which in turn affects a person's perception not only of the world around, but also inner worldview, the adequacy of assessing situations and also the adequacy of their perception.

The problem of motivation is fundamental in pedagogy and psychology. In our opinion, psychological and pedagogical research among students is of significant practical importance in optimizing the educational process.

The purpose of the study is to analyze the motivational component of students, as well as to identify the most significant motives for learning and the conditions for effective establishment of the development of factors of professional motivation.

In order to achieve the set goals and to determine the means and mechanisms for supporting motivation in the process of preparing students of higher educational institutions, the method of research of motives of educational activity and the method of value orientations have been used.

The practical significance of the results of our research is to determine the motivation of students in order to improve the educational process in higher educational institutions.

As a result of practical research, we have concluded that increasing the motivation of students depends on the motivation of the teaching staff. If the teacher is the organizer of the educational process, if he/she is not limited to the economic and administrative criteria, which do not always contribute to educational activities, he/she will be free to choose teaching methods according to students' needs and talents; he/she will be able to choose mechanisms to encourage students to work diligently, to achieve the outcomes outlined in educational programs.

Another important prerequisite for increasing students' motivation is the growth of students' trust in curricula and teachers, awareness of the need to work on this program, as only it can lead to the desired knowledge and skills. The next condition is the recognition that encouragement by the teacher requires additional student's effort. It is about the recognition of the necessary share of responsibility of both parties in the learning process.

Keywords: motivation, motive, educational motivation, students, education, higher educational institution (HEI), motivation factors.

Introduction

Motivation during the preparation of students is a complex and systematic formation, consisting of motivational and semantic, special-purpose, intentional and regulatory, coping, behavioral and cognitive and motivational elements, which are closely interconnected and aimed to motivate, direct and regulate activities.

The problem of forming students' learning motivation is now gaining special importance. The main points of interaction between the individual and the society are manifested in a specific way in learning motivation, in which the educational process acquires priority. First of all, our interest is determined by the fact that the formation of motivation and value orientations is an integral part of human development. There are new motives, new value orientations, new needs and interests in transitional, crisis periods of development. The qualities of the personality characteristic of the previous period are rebuilt on their basis.

While the improvement of the process of training future highly qualified specialists in current conditions is carried out, a number of difficulties are observed; these are caused by such factors, which are the presence of motivation for the education of HEI students. The issue of motivation in the preparation of students is an integral part of future professional development; it is relevant precisely forasmuch as modern students have lost the incentive to study.

The urgency of the issue of maintaining the motivation of students has increased under the conditions of a present social crisis, because through social insecurity and instability of the economic environment, personal destruction occurs, and negative phenomena are generated.

Often students make an unconscious and independent choice of their profession; consequently, it is advisable to form professional motivation, to correct it, manage and intensify.

In order to raise the level of modern students, who in the future will become appropriate competitive specialists in the world labor market, the issue of forming their motivation raises as one of the key objectives. HEI should systematically apply various mechanisms and means to form the motivation of students through professional practices, highlighting the prospects for positive use of professional experience.

Literature Review

As of today, a wide variety of data have been accumulated and a number of concepts of medium-level motivations have been proposed (Karabenick, 2018), which explain various aspects of achievement motivation and, including, learning activities that significantly improve learning performance. After all, motivation is a holistic system of motivating elements that is part of the personality's structure endowed with a certain power that is inextricably linked to the effectiveness of actions. The theoretical relevance of the study is due to the need to consider the motivation of educational activities, which would provide a systematic and consistent vision of motivation and integrate existing ideas about motivational activities (Awng, 2017; Blasková, 2013; Dellar, 2016; Nilson, 2003). The relevance of further specific empirical investigations in the field of motivational activity is determined by the roles of motivational variables in learning and the need to diagnose, form and develop learning motives for improving the effectiveness of students' learning activities. Leading specialists in the field of pedagogical psychology pay special attention in applying to the resources of internal learning motivations of students during the organization of an effective educational process. When the intensity of motivation increases, the activity component can increase only to a certain level, and then - decreases; when there is a high intensity of motivation, the effectiveness of action decreases; consequently, motivated people act below the level of their capabilities (Mercer, 2020; Tapalova, 2016).

The practical relevance of empirical research on the motivation of students' learning activities is caused by the presence of such a phenomenon as the degradation of internal learning motivation. Motivational-semantic sphere of a personality is a complex, multicomponent, hierarchical formation, which marks the orientation to the future; it forms the appropriate optimal level of motivation for each profession in accordance with the level of its formation at a certain ratio of external and internal motivations for individuals, which should be taken into account during professional self-determination and choosing a profession during training (Khan, 2010; Hamid, 2010; Firooz, 2015; Lehan, 2019; Bakhov, 2019; Schafmann, 2017; Dobina, 2019; Vibulphol, 2016). Research on the role of factors such as parents' involvement in the learning process and support for the teacher's autonomy (Gillet, 2012), traditional and innovative learning systems (Saito, 2018; Dewaele, 2018; Sadighi, 2015), as well as the role of current social change in motivating students' learning activities (Lukina, 2019; Tapalova, 2018; Renninger, 2006; Barroso-Tanoira, 2017), indicate the importance of psychological and pedagogical approach to the problem of learning motivation, as well as identifying mechanisms and tools of motivation to study.

The relevance of our research also centers around the issue of the motivations' vectors, that is, the motivational sphere of the personality, through which the selection of attitudes to reality is carried out and the full range of stable motives is determined, focused on the activity and behavioral components. The types of the personality's orientation, namely: egocentric, group-centric, selfish, social, spiritual, businesses constitute the basis of the dominant factors in relation to themselves and others.

Only in recent years reliable tools for diagnosing the components of motivation have begun to appear; they are based on empirically grounded theories; it contributes to the study of motivational variables that improve the educational environment. Despite the large number of foreign studies conducted in the field of motivation, there is an obvious need to make a link with social-cultural conditioning, because motivation is a complex set of driving forces of activities such as needs, interests, inclinations, goals, ideals. Personalities are often not fully aware of their orientation, and motives, needs, desires and beliefs are not always available to be observed from the outside. However, modern scientific investigations have significantly expanded the possibilities to study and apply motivation (Rzayeva, 2020; Pitman, 2018; Deci, 2016; Dörnyei, 2020; Loima, 2016; Barroso-Tanoira, 2017; Saito, 2018; Vibulphol, 2019), which is to a great extent related to the specifics of the educational environment of each country.

Aims

The aim of the research: theoretical and empirical substantiation of integrative structural and procedural means and models of motivation mechanisms of students' educational activities at higher educational institutions. Achieving this goal will allow studying the motivational sphere of the student's personality and determining psychological factors, pedagogical conditions and means of its formation in professional development. It will allow tracing the dynamics of changes in motives taking into account changes in the educational process towards its activation.

Materials and Methods

This research is of descriptive nature. The empirical research is carried out by using a questionnaire to measure the factors that motivate students, interviews and conversations and a sample were used to collect data. In order to verify the obtained data, a statistical method was used, namely: descriptive analysis, factor analysis and multiple regression analysis. The pedagogical and psychological literature was analyzed with the help of the theoretical method. Based on the empirical method, open and covert observations were performed. The method of mathematical statistics allows generalizing the obtained results.

The theoretical and methodological basis of the academic paper includes: the principle of system-activity approach of general psychology and pedagogical psychology; provisions of the theory of gradual formation of mental actions and concepts of intrinsic motivation as the basis of learning; theory of motivation, the provisions of the self-determination theory concerning the basic psychological needs underlying internal motivation; cognitive and attributive concepts of motivation; modern research of factors that contribute to effective learning; modern investigations of motivational and personal features of individuals.

The practice-oriented component of the investigation is aimed at enhancing the motivation of HEI students and modern demand for teachers who will be highly qualified, motivated and focused on professional development.

The Test Group

In order to determine the tools and mechanisms to support motivation in the process of preparing students of higher educational institutions, we have chosen the method "Research of motives for educational activities" and the method "Value orientations" (Reef, 2017).

The study involved 78 students of a private higher education institution of King Daniel University (64 women and 14 men), who agreed to conduct an anonymous questionnaire and further processing and interpretation of qualitative and quantitative analysis of the results. The age of the studied students ranged from 19 to 23 years.

Test-questionnaires consisted of statements to which students answered "Yes" or "No", as well as ranking from lowest to highest was carried out. The final number of points was based on two positions, which showed the indicators of motives for learning activities and the most significant means of motivation. The higher the performance was in the end, the higher the motivation for approval was and, therefore, the more willing students were to demonstrate better results, which in turn demonstrates their willingness to be accepted by the society, connected with the need for self-approval. The presence of low indicators indicates an unjustified need for external approval, adequate positive self-esteem, awareness of the right to make mistakes and high self-criticism and self-demand.

The use of these techniques will make it possible to identify and trace stable trends among students, such as creative activity, the need for communication, creating comfortable conditions and achieving social status, etc. On the basis of the received answers it is possible to come to a conclusion about the level of motivation of students of HEI. As a result of the survey, the obtained empirical materials were processed by applying correlation, comparative and cluster analyzes.

The Hypothesis of the Study

We assume that students have a direct connection in the motivation to obtain a diploma of higher educational institution and the level of comfort and the advantages of having moral qualities, as well as a low level of creative characteristics.

Results

The problem of motivation of university students to study is conditioned by the understanding of its essence, nature, structure and functions. First of all, it is necessary to define the concept of "motivation" and its constituent elements - motives. The concept of "motivation" includes a number of aspects, which should be understood as a system of motivations: motives, needs, interests, aspirations, goals, inclinations, motivational attitudes and ideals. Motivation is a subjective determination of human behavior by the world, which is mediated by the process of its reflection. The main feature of the motivational sphere is the hierarchy of motives, which allows identifying the personal content of the activities of any person.

Consequently, motivation is a theoretical concept that is used to explain the initiation, direction, intensity, persistence and purposefulness of behavior. Motivation is inextricably linked to motives. The motive is the motivating cause of action, the actions of a person; this concept explains why a person does what he/she does. Motives differ in their goals and strategies. Motives, goals and strategies are very difficult to distinguish in the context of the educational process, because the optimal forms of motivation to learn and the best strategies for improving learning are integral.

Therefore, the motivation of students is their desire to gain knowledge in order to achieve not only the academic goal, but also is a key aspect of professional growth. Consequently, it should be noted that the level of students' learning activities depends on their strong or weak motivation to learn. The motive of learning is an activating force, one of the main conditions of educational activity. The problem of motivation in the process of preparing students lies in a number of reasons that determine the different forms of identifying the activity of students.

The motivational structure of students' learning activities is formed by various means. The value of the motivational sphere of the learning process, according to the researcher, is equivalent to knowledge about the driving force of this process (Dobina, 2019). "No teacher, even a highly qualified one, will achieve the desired result if his efforts are not coordinated with the motivational basis of a particular learning process" (Dörnyei, 2020).

Studies have revealed that the motives that have been strong enough to involve students in higher educational institutions to some extent are too weak in their adaptation to university conditions and optimal professional self-improvement, successful learning. However, the features of the formation and development of socially and professionally significant motives for educational activities under the conditions of higher educational institutions have not yet been the subject of a special study.

We have studied the motivational structure of educational activities by applying the method of "Study of motives for educational activities", the results of which are presented in Table1.

Table 1. *Results of the investigation of educational activity's motives by applying the method of "Study of motives for educational activities"*

I study because:	
1. I want to broaden my horizons, better navigate the surrounding reality.	80
2. I want to receive a high salary in the future.	90
3. I want to know the laws of development of nature, the society.	50
4. Mastering knowledge is the responsibility of the student.	76
5. It is impossible to develop your mental abilities without training.	86
6. Otherwise, there will be trouble in HEI and at home.	40
7. This is the established practice: parents work, children study.	70
8. I want to meet the modern standard of living.	80
9. I like learning something new.	96
10. Knowledge helps communicate on various topics.	96
11. Higher education will help get the desired profession.	70
12. I want to prepare for a master's degree.	40
13. Our country needs educated and all-round people.	80
14. Knowledge gives a sense of self-confidence.	82
15. I want to master the ways of working on myself in order to improve in the future.	80
16. I want to be an educated, cultured person.	92

17. I think that a diploma of higher education will provide me with some employment benefits.	84
18. I want to be well off in the future	98
19. At HEI, when communicating with your friends and educators, you are always paying attention to the correctness of your views and actions.	60
20. HEI helps develop one's own views on the world around the student, the society, politics, culture.	80
21. Higher education is a good ground for any profession.	90
22. Students are forced to study.	36
23. Real friends appear during studying at HEI.	70
24. Higher education will provide me with a certain position in the society.	82

The results of the work are shown in Table. 1. The results show that the most significant means of motivating educational activities is the desire to have a well-off future - 98%; they like to learn new things and to have the confidence that knowledge helps communicate on various topics (96% each); students want to be educated and intelligent (92%); they are convinced that higher education is a good basis for any profession and they want to receive a high salary in future (90% each). In general, most of the motives for learning are at a fairly high level.

Poor tools of stimulation and motivation of students are coercion (36%), fear of possible troubles at university and at home (40%) and the desire to prepare for a master's degree (40%). Most students told about the difficulty of admission when they were asked about their reluctance to prepare for a master's degree, especially the fear of possible fail of a foreign language test.

According to the method of "Research of motives of educational activity" of M.I. Alekseeva, we have allocated eight value groups of motives for studying the essence of the implemented, structurally included motives of behavior and activity of students, namely: social motives; cognitive motives; motives for professional development; motives of personal development; communicative motives; motives of self-education; formal motives; utilitarian motives. The results of the study of these groups of motives are presented in Figure 1.
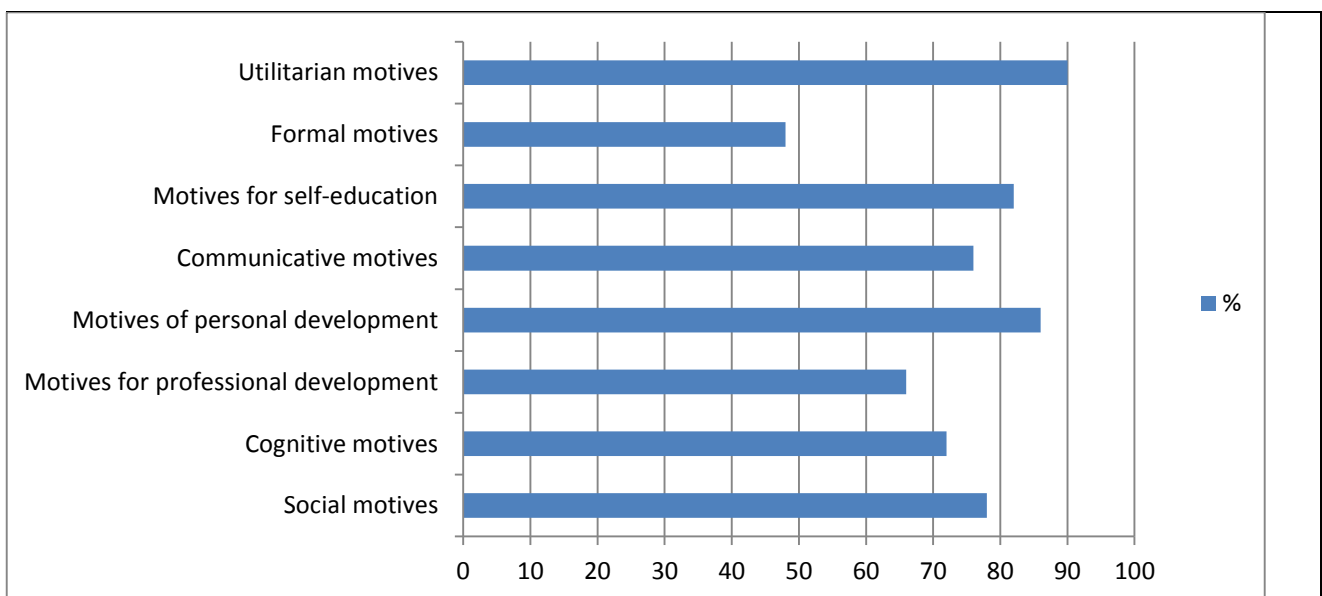

Fig. 1. *Value groups of motives of educational activity of university students*

As it can be seen in Figure 1, the most significant means in motivating students' learning activities are utilitarian motives (90%); motives of personal development (86%) and motives of self-education (82%); social motives (78%); communicative motives (76%); cognitive motives (72%) and motives of professional development (66%). The jubilant is the fact that the average rate of formal means of motivating educational activities is below average (48%).

Utilitarian are the defining motives of the study activities (aimed at achieving their own benefit through learning, personal gain, well-being after graduation), and the least significant are formal motives (coercion, anticipation of trouble at home or at university, because there are patterns: parents work and children study). So, we can draw conclusions about the high level of independence of the subjects.

As a rule, the dominant motive determines the general direction of educational activity; it defines the basic value orientations of the person and is rather profound. This motive is most difficult to change at insignificant external influences by mechanisms of motivational orientation. Therefore, we consider that it is necessary to study the values influencing the motivation.

We chose the method of "Value Orientations" by M. Rokych in order to assess the current features of value orientations and to determine the physiological and psychological determinants of students' achievements, to investigate insufficiently studied psychological factors and mechanisms of its development, the confrontation between modern social conditions, which make special demands on the formation of value orientations of the individual and to understand the system of professional values in the hierarchy of values.

M. Rokich distinguishes two classes of values:

- terminal - the belief that the final goal of individual existence, both socially and personally, is worth striving for (for example, world peace, a happy family life);

- instrumental - the belief that a plan of action or personal trait (for instance, rationality, honesty) are the best in any situation. (Karelina, 2002)

This division of values corresponds to the traditional division into values-goals and values-means.

The respondents were provided with two lists of values (18 in each). The respondents gave each value a rank number in these lists. First, a set of terminal and then a set of instrumental values were proposed.

Results of the research. The results of diagnostics by the method of "Value Orientations" by M. Rokych are presented in Table 1 and in Figure 1

Table 1. *The results of the study of terminal value orientations according to the method of "Value orientations"*

Rank place	List A (terminal values)	%
1	**Health** (physical and mental)	53,1
2	**Love** (spiritual and physical intimacy with beloved)	43,7
3	**Happy family life**	32,9
4	**Self-confidence** (inner harmony, freedom from internal contradictions, doubts)	24,8
5	**Freedom** (independence, independence in judgments and actions)	24,8
6	**Good and loyal friends**	19,8
7	**Life wisdom** (maturity of judgments and common sense achieved through life experience)	19,8
8	**Good material conditions** (no material problems)	13,7
9	**Knowledge** (opportunity to study, open to the prospect, to be involved in culture and intellectual development)	5,2
10	**Productive life** (maximum usage of own capabilities, strengths and abilities)	5,2
11	**Development** (work on yourself, constant physical and spiritual improvement)	2,1
12	**Interesting job**	2,1
13	**Active life** (completeness and emotional saturation of life)	2,1
14	**Public recognition** (respect for others, team, colleagues)	2,1
15	**Entertainment** (pleasant, easy pastime, lack of responsibilities, entertainment)	2,1
16	**Creativity** (opportunity to be creative)	-
17	**Happiness of others** (well-being, development and improvement of other people, all people, humanity as a whole)	-
18	**Beauty of nature and art** (the experience of beauty in nature and in art)	-
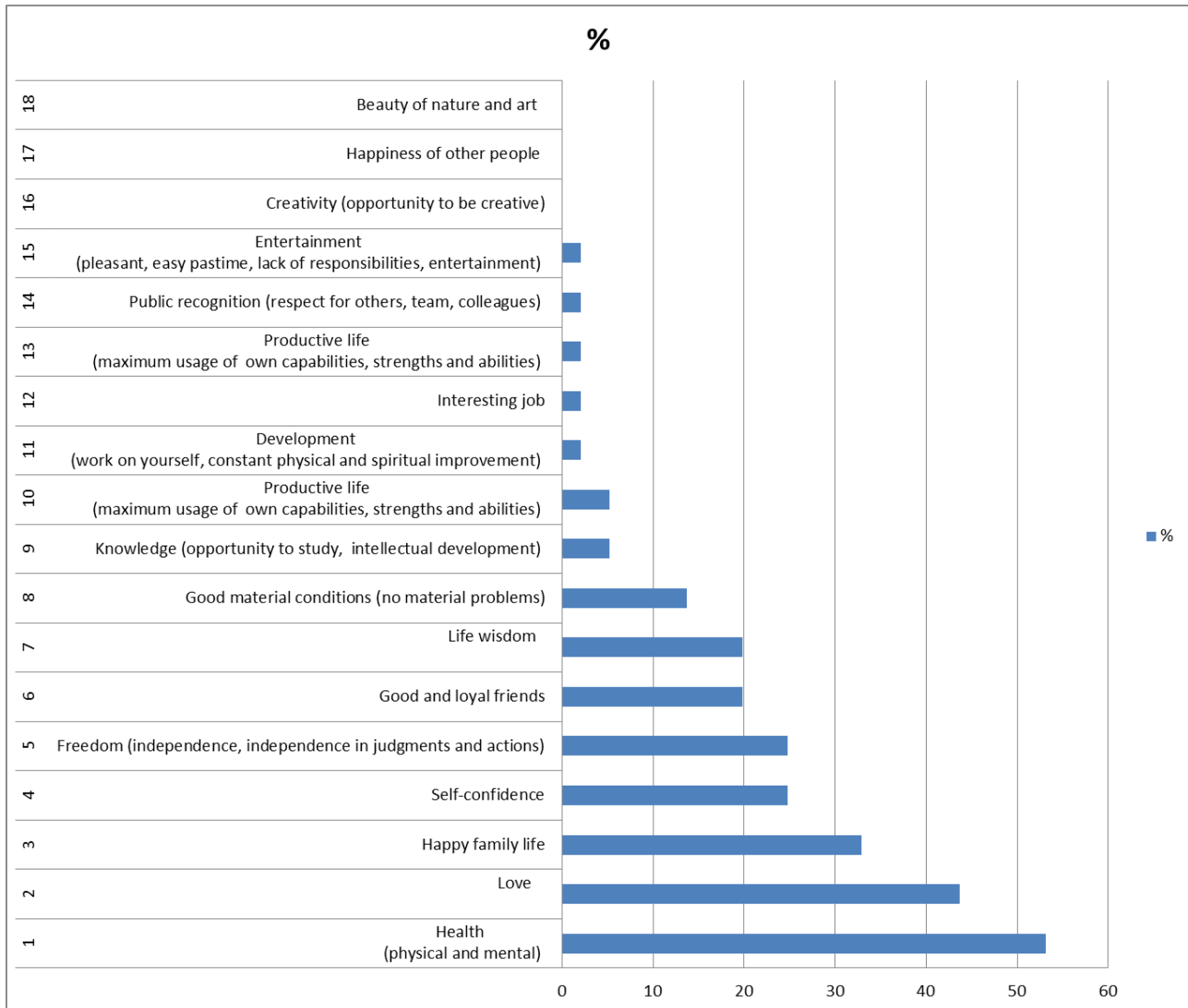
As it can be seen from Table 1, namely from the hierarchy of terminal values, the respondents put health on the first place (53, 1%); love is on the second place (43, 7%); a happy family life is on the third place (32, 9%). The need for love and happy family life is explained by the fact that the majority of respondents are young girls, women, boys and men.

Some of them have families and children, while others are just about to start a family. Therefore, love and a happy family life are most important to them; self-confidence is on the fourth place (inner harmony, freedom from internal contradictions, doubts) (24, 8%) as well as freedom (self-support, independence in judgments and actions) (24, 8%), good and faithful friends are on the sixth place (19, 8%) as well as life wisdom (19, 8%); good material conditions are on the eighth place (lack of financial difficulties) (13, 7%); knowledge is on the ninth place (the opportunity to receive education, personal outlook, high level of culture, intellectual development) and productive life (maximum usage of own capabilities, strengths and abilities) (5.2%); the development is on the eleventh place (work on oneself, constant physical and spiritual improvement), interesting work, active life, public recognition and entertainment (2.1%); The rest of the values, proposed in the list, turned out to be equally less significant for the students.

Table 2. The results of the study of instrumental value orientations according to the method of "Value orientations"

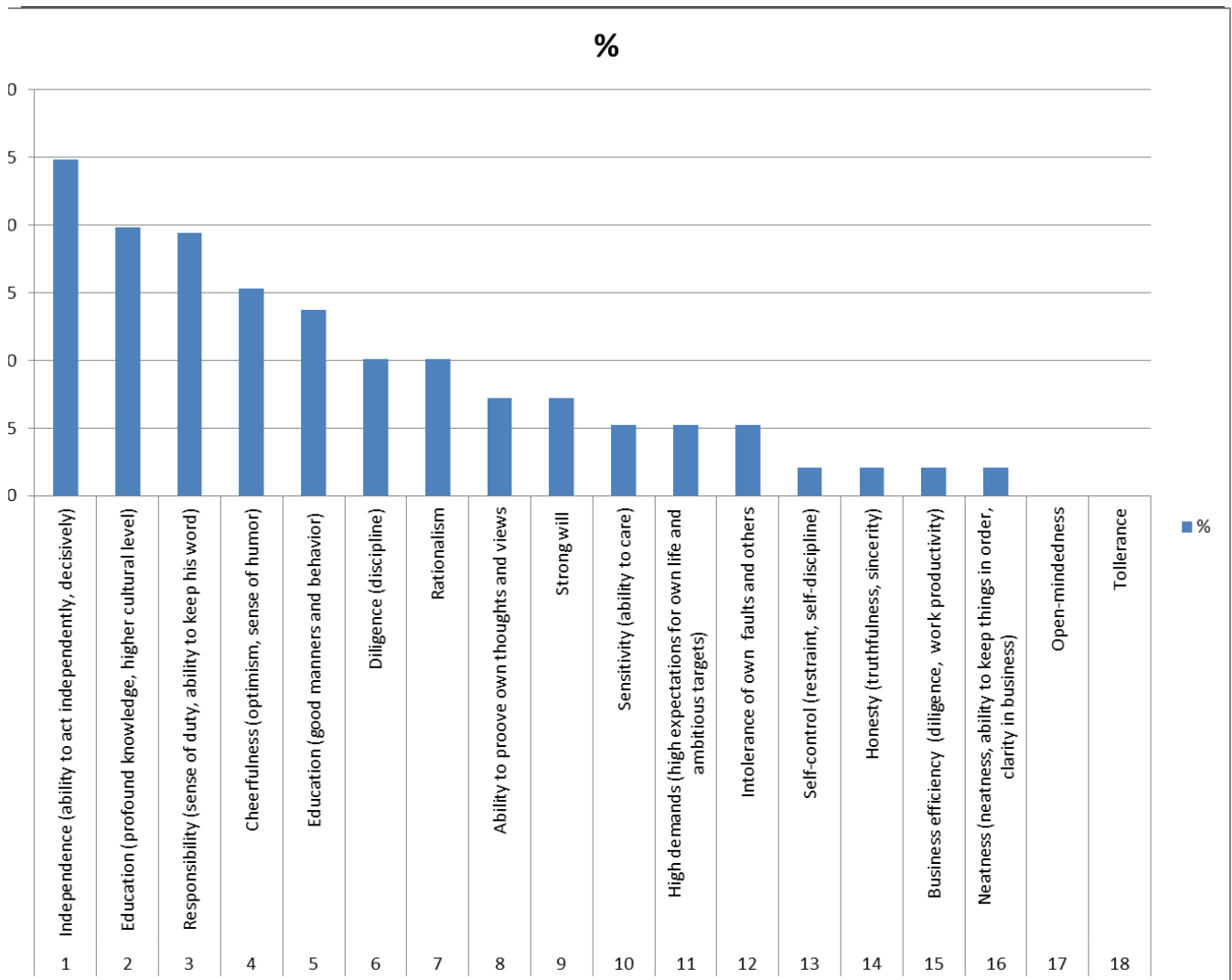| Ranks place	List B (instrumental values)	%
1	**Independence** (ability to act independently, decisively)	24,8
2	**Education** (profound knowledge, higher cultural level)	19,8
3	**Responsibility** (sense of duty, ability to keep his word)	19,4
4	**Cheerfulness** (optimism, sense of humor)	15,3
5	**Education** (good manners, ability to behave in accordance with the norms of culture of behavior)	13,7
6	**Diligence** (discipline)	10,1
7	**Rationalism** (the ability to think soberly and logically, to make thoughtful, rational decisions)	10,1
8	**Ability to prove own thoughts and views**	7,2
9	**Strong will** (ability to insist on one's own opinion, not to retreat before difficulties)	7,2
10	**Sensitivit**y (ability to care)	5,2
11	**High demands** (high expectations for own life and ambitious targets)	5,2
12	**Intolerance** of own faults and others	5,2
13	**Self-control** (restraint, self-discipline)	2,1
14	**Honesty** (truthfulness, sincerity)	2,1
15	**Business efficiency** (diligence, work productivity)	2,1
16	**Neatness** (neatness, ability to keep things in order, clarity in business)	2,1
17	**Open-mindedness** (the ability to understand other point of view, respect other tastes, customs, habits)	-
18	**Tolerance** (to the points of view and opinions of other people, the ability to forgive people for their mistakes and lying)	-

Fig. 2. *The results of the study of instrumental value orientations according to the method of "Value orientations"*

As it can be seen from Table 2, namely, from the hierarchy of instrumental values, respondents put values in the following order: independence is in the first place (ability to act independently, decisively) (24, 8%); education is on the second place (profound knowledge, higher cultural level) (19, 8%); responsibility is on the third place (personal duty, ability to keep the word) (19,4%); cheerfulness (sense of humor) is on the fourth place (15, 3%); politeness (good manners) and honesty (truthfulness, sincerity) are on the fifth place (13.7% each); diligence (discipline) and rationality (ability to think soberly and logically, to make thoughtful, rational decisions) are on the sixth place (10,1% each); the ability to insist on own ideas, points of view and strong will are on the eighth place (not to be scared of difficulties) (7, 2% each); sensitivity (care), high expectations for own life and ambitious targets, and intolerance to own faults and others are on the tenth place (5, 2%); self-control, honesty, efficiency and tidiness are on the thirteenth place. The rest of the values proposed in the list turned out to be equally less significant for the students.

Discussion

Therefore, a comparative analysis of the results of the study by the method of "Value Orientation" has shown that such values as the need for independence (ability to act independently, decisively), education (profound knowledge, higher cultural level); responsibility (personal duty, ability to keep his word), cheerfulness (sense of humor), politeness (good manners), diligence (discipline), rationalism (ability to think soberly and logically, make thoughtful and rational decisions) occupy an important place in the formation of future professionals, as the actualization of these needs is the main basis of the profession.

It is worth noting that it is important for future professionals to increase satisfaction through the integration of motivational preferences of cluster association members (production, finance, marketing, innovation, personnel, social-psychological, environmental, etc.) and the formation of qualitatively new opportunities for corporate and personal needs. (Bakulina, 2019)

Studies have revealed that when analyzing the motivation of educational activities, it is important not only to identify the dominant stimulus (motive), but also to take into account the structure of the motivational sphere of a person (Hrytsevych, 2016; Deci, 2016). With regard to the issue of improving the effectiveness of students' motivation, it is advisable to talk not so much about learning motivation, but about educational and professional ones, forasmuch as the readiness of the student - a future specialist to solve professional problems, is a key goal in HEI (Vibulphol, 2019; Reef, 2017).

The stage of mastering professional motivation, which is connected with interest in the profession, will act as resources and prerequisites for the development of professionalism. In other words, students need strong professional motives for learning and quite adequate ideas about their future work. In the presence of these components of motivation, students will show a desire for continuous development of creativity (Hamid, 2020; Barroso-Tanoira, 2017).

However, a certain share of immaturity in the professional behavior of our respondents is psychologically determined. It generates social and professional infantilism among them. It should be noted that such values as tolerance (to the views and opinions of others, the ability to forgive others for their mistakes and delusions), open-mindness (the ability to understand someone else's point of view, respect other tastes, customs, habits), neatness, ability to keep order things, clarity in business), efficiency (diligence, productivity at work), honesty (truthfulness, sincerity), self-control (restraint, self-discipline) were less important for the studied students, which may reduce the motivation for professional development, educational activities to gain knowledge in higher educational institutions (Chen, 2019; Tapalova, 2016).

Although in general the students have a system of professional values. At the same time, more than half of the values are in a state of internal conflict. The obtained data indicate the need to pay more attention to the development of professional ethics in the educational process.

Conclusions

Based on the above analysis, it should be noted that the tools of motivating students can be extremely different and diverse. A student learns best when he/she feels safe. At least there is some confidence when he/she is surrounded by people who can support him/her: family, friends, colleagues and teachers. The student gains the most when he/she finds himself/herself in an environment in which it is easy to understand each other, in an environment where the affective filter is low.

The teacher, choosing the tools and mechanisms of work, should strive to develop the independence of the student. The material that the student studies, has to be in the field of his/her understanding. At the same time it should be complex enough to become a challenge. The student will be proud of his/her success by overcoming difficulties. It is important to put the requirements at the top of his capabilities. Too difficult tasks cause reluctance, perhaps even a sense of failure, low self-assessment; however, too easy tasks do not contribute to the acquisition of new skills.

The student's attitude to learning follows from his/her personal theory of intelligence and how he/she understands the process of acquiring competences. Development of the thinking ability is a desirable and, most importantly, educational process among students. After all, the development of the components of the cognitive component of future professionals contributes to optimistic self-perception in their profession, the actualization of interest in solving life problems. (Dobina, 2019)

It is necessary to comprehensively analyze the motives that motivate students to learn in order to achieve the effectiveness of subject-subject learning activities with them. It is important to identify their needs, interests, attitudes, inclinations that generally have a significant impact on learning outcomes.

Analysis of the current condition of the problem of motivation has shown the understanding of motivational activities and, in particular, learning motivation. There is the need to develop a system model that will reflect the effective functioning and development of learning motivation in the process of training students. The study of the motivational sphere of modern students, their educational and professional motivation is a task that is of great importance for improving the efficiency of the educational process in higher educational institutions.

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