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SOCIAL INTERACTION AS A FACTOR OF PREVENTING THE CRISIS OF MOTIVATION IN STUDENT LEARNING

ABSTRACT

The article substantiates the resources of social interaction "teacher – student" in preventing the crisis of motivation in student learning and highlights areas for improvement. To study the motivation of the modern student youth, the author used methods for determining learning motives (modified by A.A. Rean, V.A. Yakunin), methods for diagnosing the internal motivation for learning (T.D. Dubovytska), method "Value Orientations" (M. Rokeach), method "SAMOAL", author's questionnaire "I master the profession". In the process of analysis of the obtained results, the methods of descriptive statistics were used: determination of average values and frequency analysisConclusions based on the results of an empirical study of learning motivation are presented. Key aspects of the theory of motivation and factors of motivation of the person to educational activity are noted. It is noted that the interaction of a teacher and the students is a situational factor motivating educational activities, it is able to actualize a significant number of learning motives, to ensure the effectiveness of procedural and effective component. The author claims that in the interaction of a teacher with the students there is a wide range of opportunities to ensure positive flow experiences of both parties. Among them - the ability to meet the needs of students in security (by forming readiness for adult independent life: mastering the profession, a sense of support from others), respect and self-esteem (by forming competencies and awareness), self-actualization and self-realization (by ensuring individual choices, interests) in educational activities. The components of social interaction of teachers with students aimed at maintaining the motivation of learning and prevention of the crisis of motivation are offered. The program of seminars-trainings for scientific and pedagogical workers of the universities is described, which provides elaboration of various aspects of interaction with students, important for maintaining their motivation for educational activity. Limitations: the article contains the results of a study of student motivation conducted by the author before the pandemic, which could make adjustments to the prevailing motives for learning; signs of crisis of learning motivation and risks of its occurrence are described according to the teaching experience of the author and colleagues, no data were collected on the spectrum of their manifestation and frequency in a representative sample; the conclusion

about the resources of social interaction "teacher – student" in preventing the crisis of learning motivation is based on a theoretical understanding of the problem of motivating individuals to work and requires further long-term and thorough research to obtain more specific data.

KEYWORDS

motivation; learning; students; crisis; interaction.

ІНФОРМАЦІЯ ПРО ГОЛОВНОГО АВТОРА

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INTRODUCTION

At the beginning of 2021, the World Economic Forum in Davos identified one of the most important issues that should be addressed - the state of frustration of a new generation of young people around the world due to lost opportunities during the pandemic years (Voroshilov, 2021). Experts of the forum predict that the consequences of this situation will be evident in the next two years.

The state of frustration is somehow accompanied by feelings of dissatisfaction due to the inability to realize expectations and hopes, it causes internal discomfort and the risk of a crisis of motivation. A crisis of motivation or motivational crisis is a psychological state of a person due to the difficult stages of life. It requires a change of habitual stereotypes of behavior, attitudes, relationships. Signs of a crisis of motivation are the destruction of previous landmarks and the lack of new ones, replacing the level of higher needs with the level of lower needs.

The state of frustration of young people can affect their attitude to learning and education. And we can see the spread of such student behavior during distance learning: reduced student activity during classes, cameras on only after the teacher comments on this, increase in the percentage of attendees during classes after announcing the consequences of skipping without good reason, passing tests or tasks of independent work after

multiple reminders, etc. The extreme case of the crisis of motivation to study is the refusal to continue training in the chosen specialty without consciously planning their future lives.

However, as with any crisis, there are two ways out of the crisis of motivation: a) regression with the abandonment of previously significant motives and values and b) progress as a transition to a new stage of development with new and more meaningful guidelines.

Accordingly, to maintain the motivation of students to study, we must create an appropriate incentive mechanism that would affect the structure of values of educational and learning activities.

Analysis of recent research and publications. Despite a fairly thorough elaboration of the problem of students' motivation to study in domestic psychology at the beginning of the XXI century (Zanyuk, 2001) and active attention of scientists and practitioners of psychological and pedagogical science to the organization of distance learning during the pandemic COVID-19 (Slyusarevsky et al., 2020; Bogatyreva et al., 2021), the topic of the crisis of learning motivation has not been sufficiently covered in the scientific research.

In the published results of the study of the crisis of motivation of students of secondary vocational schools conducted by the Russian researcher O. V. Veduta, the following crisis periods are identified: adaptation crisis, crisis of cognitive motives, crisis of professional choice, crisis of displacement of educational motives by pragmatic motives. In the first semester, the author proposes to form a positive motivation to learn (provide experience of successful learning activities, facilitate adaptation to the educational environment, unite the team) and create a basis for cognitive motives (to form an adequate idea of specialty, skills of self-organization and self-control). In the second – fourth – to form positive motives (increase the attractiveness of

classes for students, create conditions for the formation of motives for self-education, focus education on future professional activities), prepare students for practical training (form real ideas about production conditions, prepare to adapt to work on production). During the fifth – sixth semesters – to increase professional motivation (stimulate professional interest, neutralize negative perceptions of practice, focus on overcoming difficulties), to form an understanding of the need for education to implement life plans. In the seventh semester – students' orientation on completion of studies (assistance in rational organization of combination of educational and labor activities), formation of motives of personal and professional self-improvement, social responsibility and cooperation (formation of professional thinking, initiative position, skills of collective interaction, responsible behavior; self-education and self-development) (Veduta, 2015).

As we can see, the researcher has proposed a wide range of goals and objectives to maintain the motivation of educational activities in connection with the stages of learning in an educational institution. However, the question of the distribution of these goals and objectives by selected stages remains debatable. Our experience in the university proves the expediency of implementing many of these tasks throughout the training period starting from the first days.

English-language Internet publications address the issue of changing students' motivation during online learning (Chiu, Lin, Lonka, 2021; Meeter, Bele, Hartogh, Bakker, De Vries & Vrije, 2021, etc.) and indicate its reduction.

At the same time, the question of substantiating the psychological conditions for maintaining the motivation of student learning and preventing the development of motivational crisis in student youth with its negative consequences remains open.

PURPOSE

The purpose of the article. The article aims to substantiate the resources of social interaction "teacher – student" in preventing the crisis of motivation of student learning and highlight areas for improvement.

METHODOLOGY

To study the motivation of the modern student youth, the author used methods for determining learning motives (modified by A.A. Rean, V.A. Yakunin), methods for diagnosing the internal motivation for learning (T.D. Dubovytska), method "Value Orientations" (M. Rokeach), method "SAMOAL", author's questionnaire "I master the profession". In the process of analysis of the obtained results, the methods of descriptive statistics were used: determination of average values and frequency analysis.

RESULTS

To determine the motivation of students' learning, we conducted a research (Martyniuk, 2018), which resulted in the following conclusions:

- for modern student youth, external motivation for learning loses its relevance,
- modern students are more guided by the motives of the distant future and the desire to get intellectual pleasure from learning,
- education is seen by students as a tool to achieve important values, which is not always directly related to the attitude to development and knowledge as a goal or knowledge as a need,
- the majority of student youth is motivated to grow through self-educational activities.

Motivation theory

According to modern scientific ideas about the psychology of motivation of the individual to work (Zanyuk, 2001), the intensity of actual (i.e., acting "here and now") motivation is formed from the strength of motive and intensity of situational determinants of motivation. For example, the actual motivation to be successful, for example, in a test situation, depends not only on the characteristics and strength of student's motives, but also on many situational factors: teacher's instructions, previous influence of others (feedback from classmates, parental expectations, etc.). Therefore, to assess the motivation of the activity, it is necessary to take into account the contribution of factors of any given situation. For example, excessive complexity of educational activities, lack of normal relations with the teachers lead to a decrease not only in motivation but also in the effectiveness of activities.

The motives of a person's activity are closely related to his/her needs. Each need can be materialized on one or more subjects that can satisfy it. In the process of its development, the subject in which the need is realized may be changed. Accordingly, when we observe cases of refusal to continue studying in a higher education institution or a decrease in activity in education, we should be aware that those needs that were previously met or, according to the student in previous stages, should be met in conditions of the institution of higher education are not satisfied at the moment. Accordingly, the student's activity is directed to another object and type of activity.

Any kind of human activity is motivated not by one motive, but by several. Accordingly, the higher the level of motivation and activity, the more

factors (i.e., motives) motivate a person to activity, the more effort he/she is able to make.

Factors motivating the individual to educational activities

According to the psychological theory of motivation, a student is motivated to be active in educational activity by:

- stable motives of his/her personality (material needs, cognitive motives),

- situational factors (relationships with other subjects of the educational process, features of the organization of educational activities, instructions for learning tasks),

- the number of motives (the more factors motivate a person to act, the more effort he/she is able to make),

- procedural component of activity (satisfaction from the process of activity),

- effective component of activity: direct result of activity (acquired knowledge, skills, created product, etc.), remuneration for activity and avoidance of sanctions for non-performance or unfair performance.

Social interaction in the educational process of the institutions of higher education and its resources in maintaining the motivation of students

The social interaction "teacher-student" is of great importance in the educational process of the institutions of higher education, the value of which in recent years has become clear to all subjects of learning. In such interaction, there is an exchange of activities, information, experience, abilities, skills, interests, views.

In addition, the interaction of a teacher and a student is a situational factor that motivates learning activities, it can actualize a significant number of learning motives, ensure the effectiveness of procedural and resulting components.

DISCUSSION

In particular, in the interaction of a teacher with the students, there is a wide range of opportunities to ensure positive flow experiences of both parties. These include the ability to meet students' security needs (by forming readiness for adult independent life: mastering the profession, a sense of support from others), respect and self-esteem (by forming competencies and awareness), self-actualization and self-realization (by ensuring individual choice, interests) in educational activities.

Therefore, to ensure the motivation of applicants for educational activities, the interaction "teacher-student" should include: 1) compliance with mutual respect in the relationship between student and teacher; availability and effectiveness of appropriate procedures for responding to student's complaints and inquiries; 2) devoting time to solving practical situations directly related to the profession; 3) giving students the opportunity to choose the types of tasks to perform; 4) providing an opportunity to show a creative approach in solving problems; 5) providing advisory support in mastering new knowledge in search of an independent creative solution to a practical problem; 6) involvement in the implementation of various projects; 7) encouragement to group / collective work during practical tasks or practical classes; 8) providing a sense of belonging to the professional community through the organization of events with the involvement of professionals in the field; 9) organization of interaction with foreign colleagues-specialists and future specialists in the relevant field; 10) instilling in students faith in their ability to become successful in their profession.

The presence of such components in the social interaction "teacher – student",

in our opinion, will help to maintain the internal motivation of students, help to get intellectual satisfaction from the learning process, restrain the crisis of students' motivation or promote a positive way out.

RESEARCH/PRACTICAL VALUE

Research limitations. The article embraces the results of a study of student motivation conducted by the author before the pandemic, which could make adjustments to the prevailing motives for learning; signs of crisis of learning motivation and risks of its occurrence are described according to the teaching experience of the author and colleagues, no data were collected on the spectrum of their manifestation and frequency in a representative sample; the conclusion about the resources of social interaction "teacher – student" in preventing the crisis of learning motivation is based on a theoretical understanding of the problem of motivating individuals to work and requires further long-term and thorough research to obtain more specific data.

Practical / social significance of the research. According to the study, a program of training seminars for research and teaching staff of the Ukrainian universities has been elaborated, which provides the development of various aspects of interaction with students that are important to maintain their motivation for learning. In particular, the following topics are proposed:

1) "Mutual respect of the subjects of the educational process as a facilitative influence on the student's personality and support the motivation of learning" (purpose: to acquaint the participants with the psychology of facilitative influence, to analyze the proximity of their communication style, to create a bank of ideas on effective ways to interact with students in different situations, including "complex" and "non-standard");

2) "Cases on the structure of classes or activity approach to learning" (purpose: to acquaint with the psychological mechanism of the method of cases on the effectiveness of educational activities of participants in the educational process in universities, to encourage spending time during classes to solve practical problems directly concerning the future profession of the students, to develop the readiness of teachers to use actively the method of cases during classes with students of higher education);

3) **"Psychology of individuality and freedom of choice in the educational process"** that may arise during the implementation of an individual approach to educational activities;

4) "Psychology of creativity and creative approach in teaching methods in freelance education" (purpose: to acquaint with the psychological mechanism of influence of creative approach in teaching methods on the process and results of educational activities, to update the willingness of teachers, to prevent the influence of negative psychological attitudes of teachers on their desire to be creative in teaching methods);

5) "The role of a teacher in the educational process in the information age" in search of an independent creative solution to a practical problem (to create a bank of ideas on ways to rearrange a teacher from the traditional position in the initial activities to the position of a consultant for students);

6) "Psychology of student project activities" (purpose: to acquaint with the psychological impact of project activities on an individual and his/her educational activities; to update and improve the readiness of teachers to implement the project method in their methodology of working with students; to create a bank of

ideas on the ways to involve students in various projects despite the difficulties associated with it);

7) "Psychology of group initial activities" (purpose: to acquaint students with the psychological mechanism of the impact of group work on the personality and learning activities of students; to encourage students to actively introduce group / team work during their practical tasks or classes);

8) "Psychology of forming a sense of belonging to the professional community" (goal: to acquaint teachers with the psychology of the influence of the feeling of belonging to a group on an individual, in particular belonging to the professional group on the effectiveness of professional development of the future specialists; to form the readiness of participants of the trainings to give students the opportunity to feel belonging to the professional community; to create a bank of ideas on the organization of events in the educational process with the involvement of professionals in the field);

9) "Psychology of intercultural communication and its impact on student motivation" (purpose: to acquaint with the psychological significance of intercultural interaction for personal and professional development of the future professionals; to update the readiness of the teachers to organize students' interaction with foreign colleagues and future professionals; to create a bank of ideas on organization of such interaction and prevent difficulties that may arise);

10) "Psychology of self-esteem and "self-design" of the future specialist" (goal: to acquaint students with the importance of students' self-confidence and its impact on shaping their future; to develop the readiness of teachers to instill in students faith in their ability to become successful in their profession).

Strengths and Limitations

To present this scoping review in full confidence researchers must be transparent with the strengths and limitations of our chosen methods. The search syntaxes displayed in Table 1 are at the core of the analysis. Due to these syntaxes, results were limited by the following examples: (1) outcomes derived in the microsystem, (2) colleague and administrator pressures, (3) use of (East* AND Europe*) without mentioning each country within Eastern Europe, and (4) limited scope of mitigating factors. Strengths were the amount of preliminary searching co-researchers conducted to best situate the search strategy. Other strengths were the different stakeholder perspectives which were examined, and conversely the depth in which the parent-teacher relationship was assessed

CONCLUSIONS

Conclusions and prospects for further research. Thus, social interaction in the educational space of institutions of higher education acts as a powerful situational motivating factor for students' learning and a significant factor in preventing the phenomenon of learning motivation crisis. It should be focused on enabling the implementation of the hierarchy of personal needs, providing intellectual satisfaction from learning activities, supporting the motives of the distant future (success in the chosen profession), stimulating self-education and self-development. The direction of our further research is the implementation of the elaborated system of measures and the collection of data on their effectiveness.

Conflict of interests

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СОЦІАЛЬНА ВЗАЄМОДІЯ ЯК ЧИННИК ПОПЕРЕДЖЕННЯ КРИЗИ МОТИВАЦІЇ НАВЧАННЯ СТУДЕНТІВ

АНОТАЦІЯ

У статті обґрунтовуються ресурси соціальної взаємодії «викладач – студент» у попередженні кризи мотивації навчання студентства та висвітлюються напрями її удосконалення. Для вивчення мотивації навчання сучасної студентської молоді застосовувались: методика для визначення мотивів учіння (у модифікації А. А. Реана, В. А. Якуніна), методика діагностики внутрішньої мотивації учіння Т. Д. Дубовицької, методика «Ціннісні орієнтації» М. Рокіча, методика «САМОАЛ», авторська анкета «Я опановую професію». У процесі аналізу отриманих результатів використовувались методи описової статистики: визначення середніх значень та частотний аналіз. Висновки представлені за результатами емпіричного дослідження мотивації навчання. Зазначаються ключові аспекти теорії мотивації та чинники мотивування особистості до навчальної діяльності. Зауважується, що взаємодія викладача та студентів є ситуативним чинником мотивування до навчальної діяльності, вона здатна актуалізувати значну кількість мотивів навчання, забезпечити ефективність процесуального та результативного його компоненту. Автор стверджує, що у взаємодії викладача зі студентами наявний широкий спектр можливостей для забезпечення позитивних потокових переживань обох сторін. Серед них – можливість задоволення потреб студентів у безпеці (шляхом формування готовності до дорослого самостійного життя: опанування фаху, почуття підтримки від інших), повазі й самоповазі (шляхом формування компетентностей та їх усвідомлення), самоактуалізації й самореалізації (шляхом забезпечення прояву індивідуальних виборів, інтересів) у навчальній діяльності. Пропонуються складові соціальної взаємодії викладачів зі студентами, спрямовані на підтримання мотивації навчання та профілактику кризи мотивації.

Описується програма семінарів-тренінгів для науково-педагогічних працівників ЗВО України, що передбачає пропрацювання різних аспектів взаємодії зі студентами, важливих для підтримання їх мотивації до навчальної діяльності. Обмеження: стаття містить результати дослідження мотивації студентів, проведеного авторкою до початку пандемії, яка могла внести корективи у панівні мотиви навчання; ознаки кризи мотивації навчання та ризики її виникнення описані за даними викладацького досвіду авторки та колег, не збирались дані про спектр їх прояву та частоту на репрезентативній вибірці; висновок про ресурси соціальної взаємодії «викладач – студент» у попередженні кризи мотивації навчання зроблений на підґрунті теоретичного осмислення проблеми мотивування особистості до діяльності та потребує подальшого довготривалого і ретельного дослідження для отримання більш конкретних даних.

КЛЮЧОВІ СЛОВА

мотивація; навчання; студенти; криза; взаємодія.

ІНФОРМАЦІЯ ПРО ГОЛОВНОГО АВТОРА

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