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МОТИВАЦІЯ - РУШІЙНА СИЛА ОСВІТНЬОГО ПРОЦЕСУ.
МОТИВАЦИЯ – ДВИЖУЩАЯ СИЛА ПРОЦЕССА ОБУЧЕНИЯ
MOTIVATION AS A DRIVING FORCE OF THE EDUCATIONAL PROCESS

Анотація. Автор аналізує основні тенденції розвитку освіти. Велика увага приділяється мотивації освітнього процесу, роз глядаються основні види мотивів та виділяються основні форми робіт стимулюючого характеру.

Аннотация. В статье анализируются основные тенденции развития отечественного образования. Уделяется большое внимание мотивации образовательного процесса, рассматриваются основные виды мотивов и выделяются главные формы работ ,направленнях на стимулирование обучения.

Abstract. The author analyses the main trends of the development of our system of education. Great attention is paid to the motivation of the educational process. The main kinds of motives have been considered and the main forms of work stimulating education have been indicated.

Ключові слова: освітній процес, мотивація, мотиви, педагогічна діяльність, стимулювання навчання.

Ключевые слова: образовательный процесс, мотивация, мотивы, педагогическая деятельность, стимулирование обучения.

Key words: educational process, motivation, motives, pedagogical activity, stimulation of the education.

MOTIVATION AS A DRIVING FORCE OF THE EDUCATIONAL PROCESS

One of the ways of forming a positive attitude towards learning of children is to create a system of motives for action. Motivation - is choosing the motive of action directly related to a specific action. It includes: needs, goals, feelings, interests, ideals, convictions, social settings, values.

In pedagogy, five interrelated groups of learning motives are identified. These include: social, communicative, cognitive, motives of responsibility and perspectives.

Social motives require the teacher to ensure the student to understand the social and personal significance of learning, to form an active life position for children.

Communicative motives require the formation of the attitude of students to learn under the influence of the environment - parents, teachers, friends.

The interest in learning has several stages. The first is interest, the second is curiosity, the third is theoretical interest. Theoretical interest in the subject is characterized not only by the creation of a problem situation, but also by the desire to understand it independently.

Motives of responsibility and prospects are considered as general qualities, the result of the integration of all mental functions of the individual and subjective perception of the world, the assessment of their own sensory resources, will, emotional attitude to duty. They are the cause of a sense of responsibility towards parents, friends and teachers.

A strong positive motive for students' learning activities can be the personality of the teacher and the style of his pedagogical activity. The atmosphere created by the actions of an authoritative teacher who uses the democratic style of leadership, increases the initiative of students, promotes their creative work. Thanks to such a teacher, students recognize the right to make important decisions for them, under his leadership they are more likely to be in a state of calm pleasure, high self-esteem.

An important element that characterizes the pedagogical style of a teacher is the performance of certain functions in the educational process. Under modern conditions, the teacher ceases to be the "transmitter" of information and becomes the organizer of educational activities.

In order the students to feel comfortable, adapt easily to different situations that arise during educational activities, overcome difficulties, students should be provided with educational support, particularly paying attention to the positive aspects of the student's personality and their success. The belief of the teacher in the possibilities of children mostly often can be one of the decisive factors in the success of the latter. Assessing the results achieved, it is worth taking into account the idea of schoolchildren about the nature and level of implementation of their capabilities and efforts. It has a positive impact on the students' self-confidence, attitude towards the educational material, the teacher, for themselves and their capabilities, and at the same time it does not interfere the objective assessment of the work of schoolchildren.

At the same time, one should not disregard the form of organization of cognitive activity of students, because the successful combination of forms of activity will give the necessity for the formation of their internal educational motive.

Individual work involves the students' performing an educational assignment independently without interacting with other students using the teacher's help directly or indirectly. It also allows you to pay attention to the differences in the rate of learning, taking into account the individual characteristics of students. For this form of work, both reproductive and research methods are used. Students perform tasks for comparing objects, compose their characteristics by typical plans, as well as diagrams and tables based on materials from different sources of knowledge. The students' ability to write questions to the texts from the textbook, to invent riddles, fairy tales becomes an adventure.

The front-line work involves the simultaneous execution of all the students of the same task under the direction of the teacher without taking into account the individual characteristics of the students. In the course of work the teacher relies
on the most active and trained children. During this form of work, the partial-search method, work with visibility is used. For example, frontal conversation, frontal survey, frontal experiment, etc.

Group form is a way to organize training sessions, which put a certain task for a group of schoolchildren. Group work involves the division of the classroom into separate groups that perform specific tasks. Tasks are planned in such a way that it is possible to evaluate the individual contribution of each member of the group. The composition of the group is selected in such a way that each participant can maximize self-realization.

There are such forms of group work: the team, grouped, paired. At different stages of a personality development during the formation of a motivational institution for self-improvement, students use different motivational techniques.

Motivation of learning means opening the way for improving the quality of school education. The main task of modern learning is to stimulate students' learning and their cognitive activity and to develop cognitive needs. To invent, to demand, to improve – is the only possible course for a modern teacher.