CREȘTEREA MOTIVAȚIEI DE ÎNVĂȚARE A ELEVILOR CA FACTOR DETERMINANT ÎN ALEGEREA UNEI VIITOARE PROFESII ÎN CONTEXTUL ÎNVĂȚĂMÂNTULUI LA DISTANȚĂ

INCREASING STUDENTS' LEARNING MOTIVATION AS A DETERMINING FACTOR IN CHOOSING A FUTURE PROFESSION IN THE CONTEXT OF DISTANCE EDUCATION

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Rezumat

În condițiile actuale, una dintre sarcinile cele mai importante ale pedagogiei moderne este crearea condițiilor în care studenții într-un timp scurt să stăpânească cantitatea maximă de cunoștințe și să le poată aplica creativ în rezolvarea problemelor practice. Astăzi, sistemul de educație ar trebui să insufle tinerilor aflați în pragul noilor realități dorința de cunoaștere, autoeducare continuă, dezvoltarea competențelor profesionale și să contribuie la formarea aspirațiilor asociate cu dorința de a obține succesul în viață. și o poziție socială adecvată. Acest articol discută studiul realizat de autori, care a făcut posibilă identificarea factorilor psihologici și pedagogici ai motivației educaționale a elevilor și identificarea recomandărilor pentru profesori care vizează creșterea motivației educaționale a elevilor, precum utilizarea formelor moderne, tehnologiilor, metode etc.

Cuvinte-cheie: motivație în creștere, motivație educațională, cunoaștere, motivație profesională, învățământ la distanță.

Abstract

In the current conditions, one of the most important tasks of modern pedagogy is to create conditions under which students in a short time could master the maximum amount of knowledge and be able to creatively apply it in solving practical problems. Today, the

education system should instill in young people, who are on the threshold of new realities, the desire for knowledge, continuous self-education, development of professional skills, and contribute to the formation of aspirations associated with the desire to achieve success in life and an appropriate social position. This article discusses the study conducted by the authors, which made it possible to identify the psychological and pedagogical factors of students' educational motivation and identify recommendations for teachers aimed at increasing students' educational motivation in online learning, such as the use of modern forms, technologies, active methods, etc.

Interest in learning is the most important factor stimulating the activation of the educational process and influencing the increase in the cognitive abilities of students. In this regard, the creation of conditions for motivating students to cognitive and educational activities is one of the most important problems of modern higher education pedagogy.

Motivation includes a whole range of personal qualities that determine not only the success of training, but also the general socialization of young people, the formation of their worldview positions, moral and value orientations, which are realized both in the profession and in self-development.

The concept of "motivation" originates from the Latin word movere - "to move". A. Schopenhauer in the early 19th century wrote an article "Four Principles of Sufficient Reason" where he introduced this concept into science [1].

In modern pedagogy and psychology there is no unified approach to the essence, nature, and structure of motivation. The problem of motivation has been considered by many scientists: Z. Freud, D. Watson, E. Tolman, I. P. Pavlov (behavioural concept of motivation); K. Goldstein, A. Maslow, C. R. Rogers, A. Adler ("Growth Theory" or "Humanistic Psychology"); M. Boss, A.N. Leontiev, J. Nutten, D.N. Uznadze (situational-dynamic motivation); H. Heckhausen, J. Kuhl, J. Beckman, E. Deci and R. Ryan (personal motivation). Also interesting are works on motivation by V.G. Aseev, E.P. Ilyin, V.I. Kovalev, S.L. Rubinstein, A.N. Leontiev, D.A. Leontiev, B.F. Lomov, A.K. Markov, etc.

Today, motivation is understood as "an inner urge to action that determines an individual's subjective-personal interest in accomplishing it" [2]. [2]. Motivation is based on motives - that is, aspirations, certain interests, desires, goals, needs, ideals, in which young people make their choices in the field of their behaviour, decision-making, evaluation of their activities. When talking about learning motivation, we should bear in mind specific motivations for cognitive activity, mastering new professional scientific knowledge and applying it in practice.

The student period is a very important period of personal development and formation, during which intensive intellectual development takes place, skills and abilities for the future profession are formed, value orientations and attitudes for later life are formed. Students are young people, full of optimism and eager to demonstrate their abilities and talents as soon as possible.

The objective of higher education institutions is to create a motivation to learn, to create an environment in which students will learn willingly, where they will get satisfaction from the learning process itself, will be active and proactive.

What is at the heart of motivation? What motivates a young person to learn something, to master new disciplines and topics, while wasting a lot of personal time?

The stimulus to educational activity is the desire to assert oneself as a person, to achieve success, to gain recognition from society, to be independent, competent, in demand, to realize the practical importance of knowledge. Having entered the university, a young person expects to acquire professional knowledge, higher education and a diploma of a qualified specialist.

At the heart of learning activity is a whole set of motives that can complement each other, intertwine, some may act as leading, and the rest - secondary. A great role in the formation of motivation is played by socio-psychological characteristics of young people: their interests, attitude towards life, past experience, interpersonal relationships, their environment and, of course, youthful maximalism.

The most important factor determining the success of professional and personal formation of the future specialist is the choice of future profession. A person's fate depends on the right and thoughtful choice of profession, it is a very difficult and responsible moment in the life of a young person. All begins with the purpose: what to become, what level to achieve, where to get the necessary knowledge and skills, the choice of place of study, etc. The goals should always be specific and realistic, for example: to be a pharmacist, a surgeon, a director of television programs, to be a cinematographer. The main motives in the choice of future profession are: the motive of self-actualization, the motive of career, respect, the motive of communication, the motive of stability and the motive of earning. Motivation makes a person purposeful.

Of great importance for professional motivation to the future profession are the interests, aptitudes and abilities of the individual. A person will succeed in the type of activity that will be interesting to him. Motives, such as thirst for knowledge, broadening of horizons, overcoming difficulties, are manifested in the interest. The inclination is a person's desire to engage in a particular activity, to strive not only for the result, but also to enjoy it. But one interest and inclination to a particular type of activity is not enough, you need more to succeed. And for this you need a certain ability. Abilities are the rapid acquisition by a person of professional abilities, skills, leading to the successful performance of any activity.

As part of this study, a survey was conducted among school leavers on the question of choosing a future profession and the criteria for this choice. The survey showed that the "external" motive in choosing a university and a training program is significant for the young generation. It is difficult to disagree with the fact that the relevance of this or that profession, the convertibility of the diploma is really important. However, this fact by itself does not fully clarify the issue of the reasons for the decrease of students' learning motivation, but definitely sets the task of further research searches, including in the scientific literature.
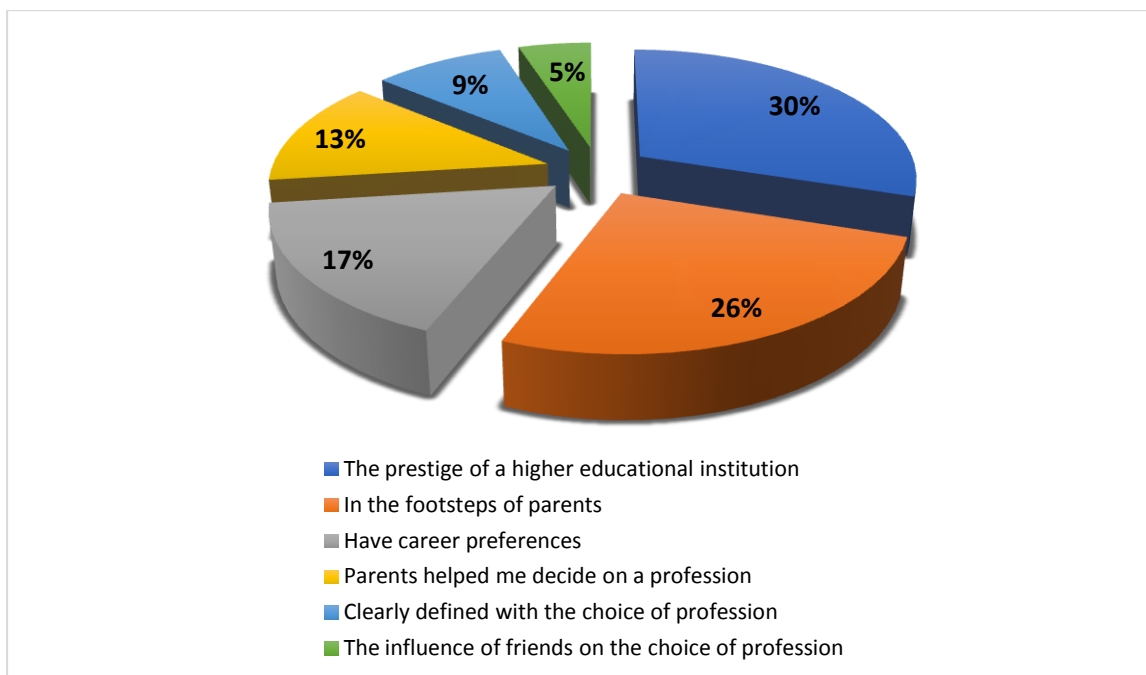
Figure 1. Criteria for choosing a profession for future students
(Source: made by the author based on data from UNESCO. COVID-19: Recommendations
to plan distance learning solutions. [1])

Thus, among the respondents 30% of students chose a higher education institution based on its prestige as well as the prestige of the field of study (criterion "prestige of the university or the field of study"); 26% of the respondents do not clearly understand in which professional field they see themselves and choose the field of professional education that their parents have (criterion "in the footsteps of their parents"); 17% of the respondents proceed from how interesting a particular field of study is for them (criterion "interesting field"); 13% of students belong to a group, 13% of students belong to the group for which parents are a great authority: when choosing a university they followed their recommendations (criterion "parents insisted"); 9% of respondents clearly understand what profession they want to get (criterion "favorite business"); 5% of respondents choose an educational institution and an educational program because they do not want to lose friendly contacts with friends (criterion for company with friends, socializing").

So, the leading motive for entering university is interest in the profession. The higher the motivation to master the future profession is, the more effective the educational process will be. If a student approaches the choice of his/her future profession consciously and considers it personally and socially important for him/her, then the learning process will be more productive and the motivation and incentive to accumulate knowledge and independent professional activity will be higher. This is the first and the most important stage of students' learning activity motivation.

Professional formation of students is carried out within the framework of academic activity of higher education institutions. It is interesting to study the transformation of students' motives during their studies at the university.

Based on the experience of teaching, it can be noted that first-year students have a high level of professional and learning motives, but in the second and third years the intensity

of all motivational components of learning of students decreases, in the last years there is an increase in the degree of awareness and unification of various forms of motives of learning [3]. By the end of training not all students are satisfied with their own choice. There is a decrease in the orientation on learning learning activity in the life of students. There can be several reasons for this: students' lack of independent work skills, increasing volume and complexity of the material, lack of free time, lack of understanding of the purpose and importance of learning, doubts about the possibility of employment in the specialty, etc. For example, V.A. Gordashnikov and A.Y. Osin's monograph indicates that "strong" students differ from each other, but not by the level of intelligence, but by the strength, quality and type of motivation [4].

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Motives in the educational process influence learning motivation: achievement motive (goals, success, self-actualization), social motives (to be useful to society, sense of responsibility, moral duty) and communication motive (productive cooperation, creation of full emotional background in communication). Learning motivation is directly influenced by the forms of educational process organization, specifics of the subject, style of pedagogical activity of the teacher and other factors of psychological and pedagogical nature.

One of the important priority conditions of professional training of future specialists in the university should be to prepare students for self-educational activities. For this purpose, the educational process should focus on the formation of students' mobility, the ability to work independently and the ability to adapt to new information and educational technologies.

Thus, the task of higher education institution is to create the most favorable, comfortable conditions for comprehensive professional development of the individual and build on this basis the basis for a successful career and self-identification. At creation of such conditions there is always a high level of motivation and manifestation of students' activity in educational and research activities. In order to ensure the effectiveness of such an educational environment it is necessary to use a systematic approach, which will express a high demand for knowledge in students and professional readiness of teachers to innovate in teaching activities.

To increase motivation in learning on the part of teachers, several recommendations can be pointed out.

1. It is the teacher's responsibility to convince his or her students of the relevance and importance of the taught subject and its practical application in their future profession. The

main thing is to stimulate students for the result, to open for them wide opportunities of practical use of knowledge. As M.N. Krylova writes, "a teacher, in order to motivate a student for successful professional training, needs to prove and show by practical examples that knowledge, abilities, skills and competences formed in his discipline will really be needed in his future professional activity, thereby constantly stimulating interest to study the discipline". [6].

2. Teachers need to master modern forms and technologies of conducting classes. Lectures must not be monotonous, boring, with a dry presentation of facts, but must be interesting, in the form of lively conversation and dialogues. Classes should be filled with different levels of difficulty tasks and cases, games, tests, creative techniques and many other techniques, because they form the necessary skills for the profession. It is necessary to be able to choose exactly that technology of training which in the given situation is most expedient, and, the main thing, to provide high efficiency of its realization in work with students [7]. This will allow students to be in the environment of the future profession. Such integrated classes will show interest, initiative, creativity and success in the results of learning activities.

3. In the process of learning to use active and interactive methods that enhance activity and high motivation of the participants of the educational process. Such methods of motivation in university include: project method, case tasks, brainstorming, debates, round tables, role and business games, problem lectures and seminars, conferences, trainings, case studies, modeling, interviews, discussions, etc. These methods contribute to the development of communicative, organizational, creative abilities of students, the ability to find their own approach to solving the problem, form the skills of independent work and independence of their own judgments. Students learn to think, evaluate, decide and take responsibility, as well as to work in constantly changing conditions.

4. To increase motivation for new knowledge it is important to form a dyad - "teacher-student", to create an atmosphere of trusting cooperation, leading to the disclosure of the inner potential of the student. It is important for a student to see in a teacher a mentor, who can be addressed for help, discuss problems, argue, get approval, carry out joint creative work. The instructor should use an effective form of motivation - to build confidence in the student's own abilities [8]. The teacher should praise, approve students' successes, encourage, demonstrate their achievements during the learning activity for a well-done task. Such an attitude as belief in success forms a positive attitude of a student to the subject, he will have a desire for active academic work.

5. Personal qualities of the teacher play an important role in the development of learning motivation. The teacher should be benevolent, balanced, respectful to his students, responsible, tactful. Be demanding but fair, persistent, firm, not deceptive, keep promises (field trips, psychological tests, etc.). To be trustworthy, to advise, to be considerate, honest, decent. Be optimistic. By the way, the teacher's optimism is transmitted to everyone with whom he or she works. The more optimism, the less irritation, nagging, reproaches, accusations, punishments, despair, the more good mood, cheerfulness, goodwill [9]. The democratic style of pedagogical communication of the teacher with the students should create a positive microclimate in the group, it is necessary to find an individual approach to each student.

Thus, the authors of this article stated the curious fact that students do not necessarily focus on specific subjects in pursuit of mastery goals. If another academic discipline is more conducive to personal development, respondents primarily talk about mastery, in this regard, the authors of this article state.

The authors also emphasize the idea that it is impossible to motivate absolutely all students. Teachers, while playing an important role in identifying the direction of future professional paths, should make clear to their students that they want to motivate them to become worthy and productive members of society.

Table 1. Algorithm of phases and performance

	Activities	The result
1.	Advanced training for teachers in new skills, online teaching methods, and the use of communication technology to deliver online lessons;	Partially implemented
2.	Provision of uninterrupted Internet, especially in remote areas of the country;	Performed at a high level
3.	Conducting preparatory work with Internet service providers and cellular operators to provide moderately priced Internet and improve its quality, particularly in the regions;	Partially implemented
4.	Preparation of online lessons that are broadcast on national TV channels in accordance with the curriculum;	Partially implemented
5.	Conducting outreach to students' parents about their responsibilities and facilitating student participation in distance learning;	Partially implemented
6.	Providing teachers and students with everything they need for distance learning, such as: a computer and/or smartphone, a microphone, a workstation, time, and parental attention;	Performed on a low level
7.	Development of mechanisms to increase students' learning motivation during distance learning, as its absence is the main reason for missing online lessons;	Performed on a low level

Source: compiled by the authors based on EHEAROM-E2020 data. Rome Ministerial Communique. 19 November 2020.

The current situation is an opportunity for humanity to rethink pedagogical methods and principles and to create quality distance education programs. And if the situation in the country does not improve and distance learning continues, there is a need to make preparations for a more effective organization and implementation of such a process.

The unique experience gained during the coronavirus pandemic in 2020 allowed us to test many new educational technologies (mostly digital), determine the actual tasks of further development of this area and formulate proposals for improving the quality of distance learning in the future.

At the same time, distance learning, which has become a lifeline for education in the new extreme conditions, without a number of additional measures aimed at consolidating all the various necessary resources (material, technical, human, etc.), cannot fully replace

traditional learning without compromising the quality of education. And although UNESCO has offered countries a set of specific recommendations for the planning and implementation of distance learning, their implementation is problematic, given the different levels of development of countries, and therefore; and the ability to respond to new challenges. This is quite a real problem for the Republic of Moldova as well. Education systems have made and continue to make efforts to adapt to new conditions. Requirements for the educational process are being revised, and new measures, rules and procedures are being regulated. However, the new realities require additional measures, new approaches and strategies from governments and educational partners. It is clear that educational institutions still have to adapt to the conditions and challenges of the "new normal" that has become a reality. Actions to mobilize and implement innovative solutions for distance learning using different (high-, low-, and non-technological) approaches are still relevant.

The ongoing search for equitable solutions for universal access to education, a coordinated response, and avoidance of duplication of effort remain imperative for national structures. [5,7,]. There is also a particular responsibility for the national organizations/agencies mandated to administer and assess the quality of education in each country. It is clear that only by working together can the pandemic crisis in education be successfully overcome, limiting as much as possible its negative effects and turning it into new opportunities for development.

An important mission of the educator is to be able to organize and supervise the learning process. The teacher's authority is also one of the important factors that motivates students to learn. Therefore, every teacher should strive to gain authority with his or her students, but this is only possible through honest and hard work. The quality of the teacher's training and personal qualities determine the success of the educational activity.

CONCLUSION

Thus, we can conclude that motivation is one of the effective ways to influence the educational process and learning outcomes. Conscious choice of profession is the key to successful learning and motivation to independent professional activity. The main task of increasing motivation to obtain professional knowledge in higher education institutions is to organize the educational process in order to reveal the inner potential of the student, to create the most favorable conditions for his professional development. Learning motivation is influenced by psychological peculiarities of young people, as well as forms of educational process organization, specifics of discipline, methods and technologies used, personal qualities of the teacher, style of his pedagogical activity and other factors.

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