

MULTIFACETED TEACHERS' ROLE FOR INCREASING STUDENTS' MOTIVATION

The purpose of this article is to explore the role of teachers in promoting students' motivation and its influence on students' overall success. Due to the recent increase in popularity of distance learning, abundance of various online courses and availability of easily accessed information the role of teachers in the learning process is being diminished. However, a close study of the factors which motivate students' learning proves that teachers' role is crucial for both academic and social success. The research also identifies the main types of motivation such as intrinsic and extrinsic with the former being of greater importance for students' success as it causes the desire to learn without any external pressure or rewards. This motivation may be influenced for the benefits of the students by means of adequate teacher's guidance.

Key words: students; teachers; intrinsic motivation; extrinsic motivation; syllabus.

Статтю подано мовою оригіналу

Introduction. The necessity of communicating in a foreign language in a modern globalized society should not be underestimated. Rapid development of economic, cultural and political relationship between Ukraine and other countries worldwide has created favorable conditions for students' exchange, cooperation between educational institutions, participation of both students and teachers in joint projects as well as carrying out mutual research in various professional areas. Thus, it is out of the question that the ability to communicate fluently in a foreign language (especially English which is learned worldwide) is the key factor for interaction between representatives of different cultures.

Taking into consideration these aspects teachers should ensure that after doing a course Foreign Language for specific purposes students acquire communicative skills necessary to become competitive on the international job market. However, being first year students most of them rarely realize the importance of those skills for their future career which seems too distant at the time. The aim set by most students is to get their grade on the course or pass the exam but this is not enough for their future success in the long run. In order to be well-qualified and competitive students it is necessary to be motivated and to make an effort.

This paper aims to investigate what influences students' motivation to study and the ways of enhancing it. Very little if any learning occurs without motivation. The notion of motivation is defined as "internal state that activates, guides, and maintains behavior [1]. Two types of motivation are identified by various psychologists and scholars. The aim of doing successfully throughout the course indicates that what is important for the students is the grade they get not the process of learning and what motivates them to study is their academic achievement not the learning process itself. This kind of motivation is defined as extrinsic motivation. This motivation includes compliance (the desire to meet teachers' or parents' expectation), recognition (to be publicly acknowledged by peers or others) and competition. Intrinsic motivation includes students' involvement (the desire to be involved), curiosity (find out more about their interests), challenge (figuring out the complexity of a topic), and social interaction (creating social bonds). Students who are motivated externally are at a greater risk of having a poorer academic performance lower than intrinsically motivated students. Students who are motivated intrinsically tend to develop high regard for learning course information without the use of external rewards or reinforcement. On the other hand, those students who are motivated extrinsically rely solely on rewards and desirable results for their motivation [2].

Although intrinsic motivation generates self-sustaining behavior, it is not necessarily a self-sustaining factor: it may arise in response to certain stimuli and disappear in presence of some inhibiting factors; likewise, it may increase and develop but also diminish and be suppressed. So, intrinsic motivation depends on other factors and contexts and accordingly may be controlled [3].

So, the question arises. What are those factors that influence students' motivation? The five key ingredients which impact students' intrinsic motivation are: student, teacher, content of studies, method of teaching and learning environment.

If we consider these elements thoroughly we may come to the solution of how to raise students' intrinsic motivation. Since the student is the one whose motivation is the topic of this article it should be stated that students' motivation may be affected by various individual and social factors which are not always connected with their studies. For example, by the reason for choosing the faculty, the probability of finding a job after graduation, the future expectation and desire to complete a Masters' degree, the attitude towards the teacher, the peer group, the level of income, the adequacy of teaching materials, student's self-esteem etc. These factors may influence students' motivation and are to be presumed by teachers.

Since students themselves are rarely motivated to learn just for the sake of learning it is the teacher whose job is to evoke their interest to studies and thus influence their motivation. A well-qualified and knowledgeable teacher who is able to create the right atmosphere, build social bonds with students, and point out important points without making students memorize unsurmountable amount of information will bring about students' desire to learn and urge them to work individually without any additional external pressure such as grades or other rewards. On the contrary if a teacher is constantly critical of a student it may lead to a situation when the student will not feel accepted or

that he or she belongs. Low self-esteem will make the student feel unappreciated and unrecognized. So in this case it is the teacher who has to provide encouragement or opportunities. Teachers' role is probably of greatest importance for students' motivation. Teachers should encourage students, teach them how to use information to make proper decisions for real life, motivate them to achieve at their maximum level, go beyond the confines of the academic setting, capture the interest of students, learn students' individual needs and respond appropriately, promote practical work experience and be creative and enthusiastic.

Thus, a good teacher makes a difference to the students' intrinsic motivation.

What is also important is the content of the course. It should be relevant and useful to the students in their life. It is a good idea to take a closer look at the syllabus for the course 'Foreign language for specific purposes' which the first year students are to master throughout the course. It embraces four major topics known as modules. They comprise Socialising in Academic and Professional Environment [4]. Searching for and Processing Information, Presenting Information, Application Procedure. Communicative approach to learning a foreign language is considered to be the core one so first year students should start with developing general communication skills relevant to everyday life rather than professional sphere as it is easier for them to deal with everyday English and it will pave the way to a more complex formal communication. By the end of the first module students are expected to be able to maintain a conversation on the topic connected to their profession, studies interests and social life, make arrangements on the phone, leave or take messages, write emails, forum posts and comments expressing their own opinion, be able to fill application and registration forms. Second module aims at teaching students how to extract general and specific information, distinguish between important and less important, relevant and irrelevant information, identify general and detailed information from the sources in job-related or academic environment. Thus students will acquire skills relevant to their life being able to search for students' exchange programmes on the Internet, understand the requirements necessary for applicants, fill in application forms etc. The third module concentrates on teaching students the basis of giving presentations, using both linguistic and non-linguistic means of communication, demonstrating sufficient knowledge of academic and job-related vocabulary and the ability to use visual aids, such as graph charts, pie charts, bar charts etc. Finally, the fourth module deals with application procedure which includes students' ability to write education and employment-related papers such as resumes and cover letters, attend job interviews and perform there successfully using relevant language while asking and responding to the interviewer's questions. Thus it may be concluded that the structure of the course syllabus is relevant to life and will serve a purpose for the students in their future. However, it should be stated that it is also the teacher whose task is to convey the message and present the required information according to the syllabus to the students in the way which will emphasize the link between the learned issues and applying them in real life.

If the students acknowledge this link and the necessity of the content, they become motivated to acquire it. The methods teachers use are also of vital importance to enhance students' motivation. There are numerous methods of presenting the information to the students such as lecturing, giving presentation, collaboration, class discussions, discussing novel, controversial and discrepant issues, critical thinking, research etc. While all of them prove to be efficient it is teacher's decision which ones to choose and how to combine these methods in order to achieve the best possible results. Teachers should create challenging situations which encourage students to apply their knowledge, develop creative learning and do individual research. In any case the more varied these methods are the better results may be expected.

Last but not least, the environment in which students study plays an important part for their motivation. It should be available and accessible. The environment of openness and freedom to learn from mistakes can foster motivation to learn, setting clear objectives, equal engagement in classroom activities, teacher's justified feedback on students' progress, fair assessment, positive peer interaction, developing positive attitude all make a difference and create comfortable environment for learning process thus enhancing students' motivation to learn.

Thus having researched the notion of students' motivation it should be stated that teacher's role in this process is essential and can enhance not only students' motivation but also lead to much more substantial advancement providing that teachers challenge students by setting novel or discrepant tasks; increase the meaningfulness of content and tasks by relating them to students' lives; use a variety of different types of activities and tasks; engage students in the lesson; allow students to work individually or collaboratively in situations that do not encourage competition; provide assessment feedback; model enthusiasm, critical thinking, dealing with errors challenges; are supportive, reassuring, and attentive to the students. Therefore, it is estimated that teachers' main role is to ensure students' high level of motivation, create the environment which will promote it while learning a foreign language and consequently lead to the increase of learning efficiency [5].

Conclusions. The article points out the influence of teachers on students' motivation and their core role in formation students' attitude to the learning process. While the external pressure on the student causes extrinsic motivation which does not have a long-lasting expected effect as it only results in getting a grade or passing the exam, the students' desire to learn for the sake of learning which is caused by intrinsic motivation is crucial. The key factors that have impact on intrinsic motivation are the student, the teacher, the content, the methods and the learning environment. Having considered all these components in the article, it should be concluded that it is the teacher who creates adequate learning environment for the students, engaging everyone in collaborative tasks, promoting discussions, developing critical thinking skills, giving feedback on the progress, creating social bonds,

assessing the progress, choosing the methods of presenting information, varying the tasks, forming links with the real life situation, challenging students with the tasks which develop creativity, confidence, boost self-esteem, and, thus, result in motivation to learn.

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Хамуляк Н. В. Багатогранна роль викладача для підвищення мотивації студентів

Метою цієї статті є визначення ролі вчителів у популяризації мотивації студентів та її впливу на загальні навчальні досягнення студентів. У зв'язку із зростанням популярності дистанційного навчання, великої кількості різних онлайн-курсів та наявності легкодоступної інформації роль вчителя в процесі навчання применшується. Однак уважне вивчення факторів, що мотивують навчання студентів, доводить, що роль вчителя є вирішальною для академічного та соціального успіху студентів. Дослідження також визначає основні типи мотивації, такі як внутрішня та зовнішня, перша з яких має важливе значення для успішності студентів, оскільки обумовлює бажання навчатися без будь-якого зовнішнього тиску чи нагороди. Ця мотивація може корегуватися за умови належного керівництва вчителем.

Ключові слова: учні, вчителі, внутрішня мотивація, зовнішня мотивація, навчальна програма.

Хамуляк Н. В. Многогранная роль преподавателя для повышения мотивации студентов

Целью этой статьи является определение роли учителей в популяризации мотивации студентов и ее влияния на общие учебные достижения студентов. В связи с ростом популярности дистанционного обучения, большого количества различных онлайн-курсов и наличия легкодоступной информации роль учителя в процессе обучения уменьшается. Однако внимательное изучение факторов, мотивирующих обучение студентов, доказывает, что роль учителя является решающим для академического и социального успеха студентов. Исследование также определяет основные типы мотивации, такие как внутренняя и внешняя, первая из которых имеет важное значение для успешности студентов, поскольку обуславливает желание учиться без какого-либо внешнего давления или награды. Эта мотивация может корректироваться при условии надлежащего руководства учителем.

Ключевые слова: ученики, учителя, внутренняя мотивация, внешняя мотивация, учебная программа.