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ENCOURAGEMENT AS A MEANS OF FORMING POSITIVE MOTIVATION FOR LEARNING

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Summary
Learning activities are aimed at achieving specific goals and objectives, so their efficiency and effectiveness are extremely important. Any activity achieves higher efficiency and quality of results if a person has a strong motivation that encourages him or her to act actively, purposefully, and with maximum efficiency. Accordingly, learning will be successful if a student is highly motivated to learn.

The article analyzes scientific research on the essence of motivation for learning, identification of key motives, the optimal structure of the motivational sphere of students, sources and sustainability of learning motivation. Particular attention is paid to the role of motivation as a factor influencing the effectiveness of the educational process and its results.

The directions of pedagogical influence aimed at improving students' academic achievements are considered. The structure of motivation is analyzed, which is a complex, multi-level system that includes needs, motives, interests, ideals, aspirations, attitudes, emotions, values and norms.

The scientific novelty of the results obtained is to determine the essence of encouragement in the educational process and the mechanism of its influence on the formation of motivation to learn. The peculiarities of using incentives in teaching a foreign language, taking into account the age characteristics of students, are investigated. The key stages of the teacher's work on the use of various types of incentives in order to form a positive learning motivation are determined.

The practical significance of the research results lies in the development of recommendations for teachers, in particular young professionals, on the effective use of incentives in the educational process. The data obtained can be used for self-education of teachers, preparation of methodological activities in secondary schools, as well as in the training of future teachers in the study of the disciplines "Pedagogy", "Fundamentals of Pedagogical Excellence" and "Foreign Language Teaching Methods".

Key words: educational process, learning activity, motivation, motive, pedagogy, psychology, student.

1. Introduction

Today, most participants in the educational process have a low level of interest in learning. Creating motivation for learning is an important task for teachers, which requires an understanding of the nature of motivation and the factors that shape it. At the same time, the problem of learning motivation is complex from both theoretical and practical perspectives. Modern pedagogy and psychology do not offer an unambiguous interpretation of the concept of motivation in general and motivation to learn in particular, which creates theoretical difficulties. The practical problem is that educational institutions are mainly focused on the transfer of knowledge, but students often remain indifferent to the learning process itself.

In our opinion, one of the most effective ways to increase students' motivation is to use rewards. The issue of using rewards in pedagogy has been studied by many well-known scholars, but there are still many contradictions – from an overly broad interpretation of the concept of "reward" to its complete rejection. In addition, encouragement is mostly seen as a method of education, and its role in the learning process remains insufficiently studied.

The topic of rewards in the learning process is relevant to pedagogy and psychology, and many researchers have studied it from different perspectives. Among them are John Dewey, Carl Rogers, Thomas Gordon and Vasyl Sukhomlynsky.

Thus, despite the considerable interest of scholars in the problem of encouragement, its role in increasing motivation to learn requires further theoretical substantiation.

The purpose of the study is to theoretically define the essence of encouragement as a factor in the formation of positive motivation for learning.

In the course of the study, the following theoretical methods were used: analysis and generalization of scientific and pedagogical literature, synthesis and comparative analysis to assess the level of study of this problem.

The article analyzes scientific research on the essence of motivation of learning activities, determination of priority motives, optimal structure of the motivational sphere, sources of motivation, and sustainability of learning motivation. The motivation as a factor influencing the effectiveness of learning and the success of the educational process is considered in detail.

Based on the analysis of methodological literature and own practical experience, recommendations have been developed to increase the motivation of students to study, taking into account the stages of organization and conduct of the lesson (preparatory, basic, as well as the stage of consolidation of knowledge and skills), as well as in extracurricular activities. The effectiveness of the educational process largely depends on the development of the incentive sphere, which requires a targeted pedagogical impact. The main way to form motivation for learning is to promote the transformation of the general motives of students into a mature motivational sphere with an established structure and the dominance of individual motives. It is proved that motivation is a key factor in improving the academic performance of schoolchildren. It is an integral part of any activity, in particular educational. The success of training directly depends on the orientation and level of development of the motivational sphere of students.

2. The Role of Encouragement in Student Motivation

Modern realities indicate that traditional approaches to stimulating and motivating learning activities often fail to produce the expected results. In our opinion, this is due to several factors.

First, modern students are constantly in a whirlwind of information flow, the main source of which is the Internet. The information available in the online space is diverse and voluminous, allowing children to meet their cognitive needs outside of school. As a result, learning is losing its appeal, and interest in academic knowledge is significantly decreasing. Traditional methods of stimulation are becoming less effective: for example, playing computer games, taking quizzes, or getting information on the Internet is more exciting for students than going to class. This reduces the relevance of education, which seems secondary to them.

Second, attempts to stimulate learning through duty and responsibility often fail. This is because today's students often have a low level of respect for education, educational institutions, teachers, and their work. Teachers' requirements are often ignored, and many students have little or no sense of responsibility for their learning outcomes. In such circumstances, there is a need to use additional incentives.

One of the key advantages of the learning process in the digital age is live, personal communication. This aspect can be effectively used to stimulate students' learning activities, in particular through the use of incentives that help to form a positive motivation to learn.

According to the Ukrainian dictionary, the term «encouragement» has several meanings:

1. It is a form of stimulation to any activity based on positive influence, support or reward *(Dictionary, 1970-1980: 76)*.

2. It is also a praise or reward aimed at reinforcing certain behavior, achievements or successes *(Dictionary, 1970-1980: 76)*.

John Dewey emphasized the creation of conditions for active learning, where encouragement is a key element that promotes the development of students' interest and independence *(Dewey, 1938)*. Skinner B.F. in his theory of operant conditioning, he described positive reinforcement as an important means of shaping behavior and skills *(Skinner, 1968)*. Vasyl Sukhomlynsky considered encouragement as a tool for moral and intellectual development, emphasizing its personality-oriented nature *(Sukhomlynsky, 1977)*. Carl Rogers emphasized the importance of positive support in «creating a favorable learning environment» *(Rogers, 1969)*. Thomas Gordon saw encouragement as «a way to preserve students' initiative and create a favorable classroom atmosphere» *(Gordon, 1974)*.

In a broad sense, incentives encompass all means and methods that promote and sustain desired behavior or activity through external stimuli. Given that learning is one of the main forms of activity for students, rewards can be seen as an external stimulus aimed at motivating them to learn, based on the evocation of positive emotions. Using this approach, a teacher can help students develop a positive attitude toward learning and increase their motivation to acquire knowledge.

3. The history of the use of encouragement in pedagogy

To understand how encouragement can contribute to the formation of positive learning motivation, we need to explore the history of the use of encouragement in pedagogy and study the psychological characteristics of the mechanism of encouragement's impact on students, taking into account age-specific pedagogy.

Indirect confirmation of the expediency of using encouragement in education (based on its definition) is, in our opinion, the work of leading philosophers and educators who argue that the starting point for teacher-student interaction should be the child's specific need and problem. Thus, according to Socrates (469–399 B. C.), the task of the teacher is to help the student feel capable of creating his or her own knowledge. Jan Comenius (1592–1670) believed that the

task of a teacher is not so much to teach a student as to help him or her improve. John Locke (1632–1704) named three main actions of an adult that are necessary when communicating with a student: protection, support, and assistance. Jean-Jacques Rousseau (1712–1778) saw the essence of education in the awakening of a child's own intention and self-esteem. In his opinion, the teacher should not impose his or her opinion on the child, but create conditions for development, organize the educational and learning environment in which the child can accumulate life experience and realize natural inclinations. I. Pestalozzi (1746–1827) defended the intrinsic value of childhood and considered the main goal of education to be the development of morality and intelligence in children based on the possibilities inherent in nature. He talked about the real possibilities of creating conditions for a teacher to help a child develop a desire for independence. D. Dewey (1859–1952) argued that the teacher should not be a "lesson-giver" but rather a guide, a consultant to the student's independent activity, i.e. to understand the student in his/her self-development, to interact with him/her without pressure and coercion. Rudolf Steiner (1861–1925) added support and interaction between the teacher and the child to the list of important pedagogical methods. Maria Montessori (1870–1952) saw the essence of education in the organization of an environment that best meets the needs of the child. Her method is to stimulate the child to self-education, self-learning, and self-development.

The first use of incentives as a factor in increasing the effectiveness of education and upbringing began in a number of European countries and the United States in the late nineteenth century. This was due to the beginning of an active search for methods of influencing students that could provide an alternative to physical punishment. The purpose of this system was to help the younger generation stand out from the crowd, to foster initiative and the ability to overcome difficulties. Encouragement, according to the American educator D. Counts, best contributes to the implementation of the most important principle of the US school – the principle of individual success. Individual rewards included honorary diplomas for good students, first places in classrooms and other school facilities, letters of commendation, writing names on marble plaques, bows in girls' schools, orders or something similar in boys' schools, and appointments to honorary school positions.

Psychologists' research on the mechanism of rewarding can also support the use of rewards in education. Thus, the American psychologist E. Torydyke concludes that rewards tend to maintain and strengthen any connection that leads to them, that the feeling of satisfaction caused by rewards is much stronger than the feeling of dissatisfaction caused by punishment. In addition, whereas punishment only stops bad actions, reward focuses on good ones and reinforces them. When studying the essence of encouragement, it is necessary to understand that encouragement should evoke positive emotions in the student, only in this case it will be effective. No amount of reproach or punishment will make school more attractive to a child. But if you praise and encourage your child for every small success, you will hope that he or she will study with pleasure and full dedication.

4. The Importance of Motivation in Learning

Learning motivation is a process that initiates, directs, and sustains efforts to complete learning tasks. It is a complex system consisting of various motivations, goals, reactions to failure, resilience, and attitudes of the learner.

Motivation is a key component of the organization of the educational process and educational activities. It can have both external and internal origin in relation to activity, but always remains an internal characteristic of the personality – the subject of this activity.

The effectiveness of motivation depends on the development of the incentive sphere, which requires a targeted pedagogical impact.

Modern psychology considers motivation as a multi-level and complex system that regulates human activity. According to Kaniuk S. S., «the human motivational system is much more complex than a simple set of fixed motivational elements. It covers a wide range: from automatic installations and actual aspirations to the ideal sphere, which, although not relevant at the moment, performs an important function. This sphere provides a person with a semantic perspective for development, without which everyday affairs lose their significance» *(Kaniuk, 2002: 3)*.

This approach allows us to define motivation as a complex, heterogeneous system that includes needs, motives, interests, ideals, aspirations, attitudes, emotions, values and norms. At the same time, this gives grounds to speak about the polymotivation of human activity and behavior, as well as about the dominant motive in their structure. Scientists consider motivation as a separate motive, as an integral system of motives or as a special sphere that unites needs, goals, interests and motives in a complex interweaving and interaction.

In general psychology, motivation is interpreted as a complex set of driving forces that manifests itself for a person in the form of needs, interests, goals and ideals that determine his behavior and activity. The motivational sphere or motivation in a broad sense can be considered as a central element of the personality, around which such characteristics as orientation, value orientations, attitudes, social expectations, emotions, volitional qualities and other socio-psychological characteristics are formed.

Educational activity is understood as a specific form of personality activity, which is aimed at mastering social experience, cognition and transformation of the surrounding world. It includes the mastery of cultural ways of both external, objective actions and mental operations *(Makarevych, 2006: 5)*.

In didactics, motivation is considered as a process of formation and consolidation of positive motives of learning in schoolchildren. It affects not only the educational activity of the student, but also his cognitive sphere, in particular, activity in such processes as perception, thinking, imagination and memory.

The process of forming learning motivation involves the transition from general motivations to the creation of a stable motivational system with clearly defined dominant motives.

Thus, motivation is a necessary component of any activity, including learning. Its level and focus determine the success of learning activities.

5. Effective Strategies for Student Motivation

The analysis of methodological materials and practical experience allowed us to formulate factors that contribute to the formation of motivation, including:

– creation of a general atmosphere of positive attitude to learning and professional knowledge;

– active participation of students in joint learning activities through pair or group work;

– establishment of positive relationships between teacher and students, creation of success situations and application of various methods of stimulation;

– interest of students due to the original presentation of new material;

– use of bright, figurative language and creation of positive emotions in the learning process;

– use of cognitive games, discussions, solving problematic situations;

– studying the material through the prism of life situations, the experience of teachers and students;

– developing students' independence and self-control in learning activities, setting goals, implementing them, and finding non-standard ways to solve learning problems *(Volkova, 2007: 112)*.

The study of the essence of encouragement, the mechanism of its action, the types of encouragement used in education, and our own experience allow us to identify forms of encouragement that can be used in education:

1. Mimicry and pantomime (teacher's smile, encouraging look, etc.). According to statistics, a person receives only 8% of information verbally. The rest of the information is transmitted non-verbally, with the help of facial expressions, gestures, gaze, voice modulations, and the position of the interlocutors relative to each other. It is not uncommon for a teacher to call on a student to answer, but not look at him or her while filling out a journal or looking for something in their papers. The student perceives such behavior as inattention, indifference on the part of the teacher, and as a result, the student will not try to respond to the lesson or do the best he or she can because they are not listening anyway. Nonverbal communication is an important factor that teachers should always keep in mind.

2. Verbal. Verbal types of encouragement are the most diverse in quantitative and qualitative terms. They are simple and easy to use, and the teacher can easily dose them and direct them in the right direction. They range from a single word to an elaborate explanation and stimulate a specific activity.

3. Tangible rewards require additional effort from the teacher. They can include a favorable note in a notebook or diary, presentation of certificates or other awards, writing on a board of honor, etc.). Materialized types of rewards can also include solving a difficult task or completing a separate task prepared by the teacher in advance.

4. Changes in the rights and obligations of students: completion of additional tasks (or tasks of increased complexity) or, conversely, exemption from completing tasks.

5. A mark as a form of encouragement. Usually, a mark is a statement of the fact of success or failure. But sometimes a teacher can use a mark as a means of encouraging a weak student to engage in learning activities by giving a higher mark than he or she deserves.

At the stage of lesson preparation, it is recommended to take into account the following aspects to increase learning motivation:

1. Creating a positive emotional and psychological atmosphere through the formation of trusting relationships between teachers and students, as well as harmonious relationships in the classroom.

2. Avoiding the forced imposition of learning objectives. It is important to gradually teach students to set a variety of goals – short-term, long-term, simple and complex. The key is to make these goals achievable and realistic.

3. Choosing a democratic approach to classroom management by the teacher.

4. Psychologically supportive interaction when communicating with students: greetings, attention through eye contact, a smile or a slight nod of the head.

6. Strategies for Enhancing Student Engagement

The following recommendations are recommended for the main stage of the lesson:

1. Teacher's formulation of questions that emphasize contrasts, novelty, significance and other features of the object of study.

2. Creating problematic situations, stimulating active cognitive activity of students, which involves finding and solving complex problems that require updating knowledge, analysis, and the ability to see the essence and patterns behind specific facts and phenomena.

3. The use of didactic and educational games, exercises, as well as the use of technical learning tools and multimedia technologies.

4. Use of systematic exercises and tasks aimed at developing basic cognitive abilities: reaction speed, different types of memory, thinking, attention and imagination.

5. Ensuring that learning tasks are appropriate to the age characteristics of students and have an optimal level of difficulty.

6. Connecting new material with the knowledge already acquired to increase students' interest in learning.

The following approaches can be used at the stage of consolidation and review:

1. Recognizing even minor achievements of students.

2. Assessment of the majority of students' successes.

3. Focusing on the dynamics of students' competence development.

4. Use group forms of work to test knowledge: work in pairs, mutual testing, use of signal circles, discussion of tasks with each other.

5. In case of failure, emphasize the lack of effort, not the mistake, while indicating to the child that his or her general level of ability is sufficient to complete the task.

6. Avoiding competitive situations. It is better to teach students to analyze and compare their own results and achievements.

7. Analyzing the causes of errors together with students and finding ways to correct them.

8. Evaluating a specific answer without criticizing the student's personal qualities.

9. Focusing students on further progress and on the feeling of success from completed tasks.

In extracurricular activities, it is important to consider the following aspects:

1. Accepting students as they are, regardless of their academic achievements.

2. Constantly emphasizing that interaction in the team depends not only on academic success, but also on the student's social activity and civic position.

3. Study of children's interests.

4. Organizing subject – specific competitions and extracurricular activities.

5. Involving students in subject-specific project activities, creating creative works, developing projects and presentations.

6. Assisting students in establishing links between schooling and their personal interests.

7. Conclusions

The analysis of psychological and pedagogical literature highlights differing perspectives on the role of encouragement throughout the history of educational thought. Research into the theoretical foundations of pedagogy and psychology has helped to clarify the concept of encouragement, leading to the conclusion that its application in education is justified. This conclusion stems from the mechanism of encouragement, which relies on positive emotions to reinforce completed actions and foster a desire to repeat them. Consequently, the use of rewards in teaching plays a significant role in developing positive learning motivation.

Motivation is a crucial element of human activity, directly influencing its development and effectiveness. In educational contexts, motivation involves cultivating and solidifying positive motives for learning in students. It not only drives students' academic engagement but also impacts their cognitive processes, such as perception, thinking, imagination, and memory. Educational motivation serves as a process that initiates, directs, and sustains efforts toward achieving academic goals. It represents a complex system shaped by motives, objectives, responses to challenges, persistence, and individual attitudes.

Thus, motivation is an integral component of any activity, including education. It is a key factor in achieving success in learning, making the question of its formation and enhancement especially relevant.

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