

10. Young R. Talkback. Roslyn Young vs Oleg Tarnopolsky on communicative competence (Voices 217) / R. Young. // IATEFL Voices. – 2011. – Issue 219. – P. 18.

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MOTIVATORS AND DE-MOTIVATORS FROM THE STUDENT PERSPECTIVE

A lot of attention is given to improving students' attention and participation in the classroom. Teachers often struggle with different methods for how to encourage students to become more engaged in the classroom. These methods usually focus on improving the lessons from the teacher's point of view in order to increase the interest level of the students. However little attention is paid to the students' point of view and what might be causing a particular student to be interested or disinterested in a lesson or course. Many factors influence a student's attentiveness, some within the teacher's control and some out of the teacher's control. If a student has an ill parent or is tired from working an after school job, there is little a teacher can do to coax that student to engage in the class until the underlying external issue is resolved. We cannot concern ourselves with problems beyond the school or university, except to be sympathetic to those students who face those challenges. So instead, we will focus on the issues that affect students' ability to be motivated in the classes but which is not limited to methodology and practice.

Students are usually treated as though they are motivated or not, as if it is an intrinsic quality of their character. Moreover, by the time a student reaches university, they have usually internalized that idea of being a "lazy" student, which makes any further attempts to motivate them extremely difficult. Rather than viewing the student's attitude as a fixed element of their character, we must recognize that students respond to incentives. If we acknowledge these motivations, we can do more to encourage our students. There are four prime motivators that commonly drive students to participate in class;

- 1) The student feels competent to complete the task
- 2) The student sees a direct link between the effort put into the task to the outcome.
- 3) There is interest or value for the student
- 4) Completing a task has social rewards

I will take each of these items in turn.

The first motivator has to do with the competency to participate in class. Many students are conditioned from a young age to not trust their own ability in class, so that even when they know the answer to a question they are too afraid to speak. This kind of learned behavior leads to passiveness in class and a sincere dread of being

called on by the teacher. What is equally likely to happen, a student who is not suited for the class is placed with his or her group mates and is unable to participate in class. A large percentage of students who do not have the prerequisite skills, are required to attend classes that are not suited to their level. This is not a motivational problem but a logistical one because a student who is placed in an inappropriate course cannot succeed. As a result, a student must feel that there are able to participate in class in order to be motivated to do so.

The second motivator is the student must see a connection to the work they are undertaking and the outcome. Students are given many tasks and assignments but if the student does not recognize that their effort will be beneficial in some way, there is little reason to complete it. We would like to imagine that students are motivated solely for the love of learning but this is not the case. Students often see the value of learning but also rely on external rewards such as grades to motivate them to learn. The most dangerous disincentive for this motivator is corruption. When students, teachers, and administrators collaborate to cheat or pay for grades, the effects are felt throughout the education system. Why should any student put in the effort to study when they can pay to have their grade improved? This has a knock on effect, which leads to unqualified students receiving diplomas, which erodes public trust in the educational system. It also contributes to the brain drain effect of students going abroad for an education because their efforts will be recognized and valued. Therefore, the portion of unqualified and corrupt students decrease the value of graduates from universities and encourage those qualified and honest students to leave. This has a profound effect in the classroom, as many students do not see the value of participating. Maintaining the connection between students' effort and the benefits of that work is essential for motivating students.

The third prime motivator is the most abstract because the interest of students is varied and not fixed. Many teachers attempt to engage their students' interest with varying degrees of success. An important aspect of students' interest is that a teacher cannot lead their students but must follow. A teacher cannot dictate what will be interesting for their students but must be able to listen to them to find what will be the most interesting. This can be achieved by asking open-ended questions about what things they like and giving student more agency to decide what activities they undertake. Rather than providing one task for a class, offer choices as to what each student would like to do. When students are given a choice about how to learn, they will naturally choose the option that interests them most. That freedom to choose will naturally lead to a greater interest from the students and better participation overall.

The final prime motivator is the social rewards that come from participating in class. This can be the most difficult to control for the teacher because it involves social dynamics between students. Simply put students want to emulate their friends. When one group of students is academically motivated, adding another student to the group will likely encourage the participation of the new student. Conversely, adding a new student to a group of unmotivated students will have the opposite effect. Students, just like anyone else, respond to social pressure and have a difficult time going against the social dynamic of their peer group. Therefore, when it is beneficial

to participate in class because it will bring them closer to their friends, a student will do that. However, when it is damaging to their social standing to participate in class because their friends are not, a student will be unmotivated to participate. It is up to the teacher to ensure each student is allowed to work with other motivated students so the dynamic of the classroom is socially beneficial.

These four motivators offer a powerful tool to teachers and administrators to create a learning environment where students are encouraged to participate and learn. It may not be possible to have all four elements in every class but having as many as possible will greatly improve students' motivation. When students are not participating, it is valuable to examine what elements might be lacking which could contribute to a better outcome. Making slight adjustments to improve the benefits to the students or increasing the value of completed work will have a profound impact of the level of involvement among the students. Students respond to incentives, which are not much different from anyone else. They are able and willing to learn when the opportunity is presented to them in an advantageous way.

References

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СУТЬ ДІЯЛЬНІСНОГО ПІДХОДУ В НАВЧАННІ

Основні завдання сучасної освіти зорієнтовані на інтелектуальний і творчий розвиток особистості, формування її комунікативної компетентності, здатності до інноваційної діяльності.

Вищою школою (С.А. Архангельський, В.П. Безпалько, В.І. Виготський, С.У. Гончаренко, В.І. Євдокимов, А.Н. Леонтьєв, А.С. Нісімчук, О.С. Падалка, О.М. Пьехота, О.К. Філатов, О.М. Шаян, О.Т. Шпак та ін.) нагромаджений багатий досвід в питаннях організації і оптимізації процесу навчання, що є важливим підґрунтям для розв'язання поставлених завдань.

В цьому контексті досить актуальною стає проблема реалізації діяльнісного підходу в навчанні.

У розкритті суті діяльнісного підходу відправною точкою є поняття „діяльність”. У словникових джерелах це поняття визначається як різновид активності, характерний для людини. Все життя людини супроводжується різними видами діяльності, в процесі яких вона набуває певних знань, досвіду.