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MOTIVATING STUDENTS AS A CRUCIAL FEATURE OF SUCCESSFUL LEARNING

All students learn best when they are motivated. Hence, the way to ensure success of students in higher education is first to know what motivates and sustains them in the learning process. The study Olusegun Agboola Sogunro, Professor of Educational Leadership in the Central Connecticut State University concludes that eight factors are critical to eliciting or enhancing the will power in students in higher education toward successful learning. These include quality of instruction; quality of curriculum; relevance and pragmatism; interactive classrooms and effective management practices; progressive assessment and timely feedback; self-directedness; conducive learning environment; and effective academic advising practices¹.

Motivation is the general desire or willingness of someone to do something. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors². Cultivating motivation is crucial to a language learner's success.

Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term «motivation» is the driving force behind human's actions. Understanding motivation can:

- help people take action,
- encourage people to choose self-oriented behavior,
- improve well-being and happiness.

Researchers have found that students in classes that support autonomy, compared with students in classes with supervising teachers, are more likely to stay

1 Olusegun Agboola Sogunro, (2014) Motivating Factors for Adult Learners in Higher Education (P. 22-37), Central Connecticut State University URL : <http://dx.doi.org/10.5430/ijhe.v4n1p22>

2 Jeffrey S. Nevid. (2013) Psychology : concepts and applications. Wadsworth Cengage Learning, Belmont, CA. URL : <https://www.worldcat.org/title/psychology-concepts-and-applications/oclc/741539439>

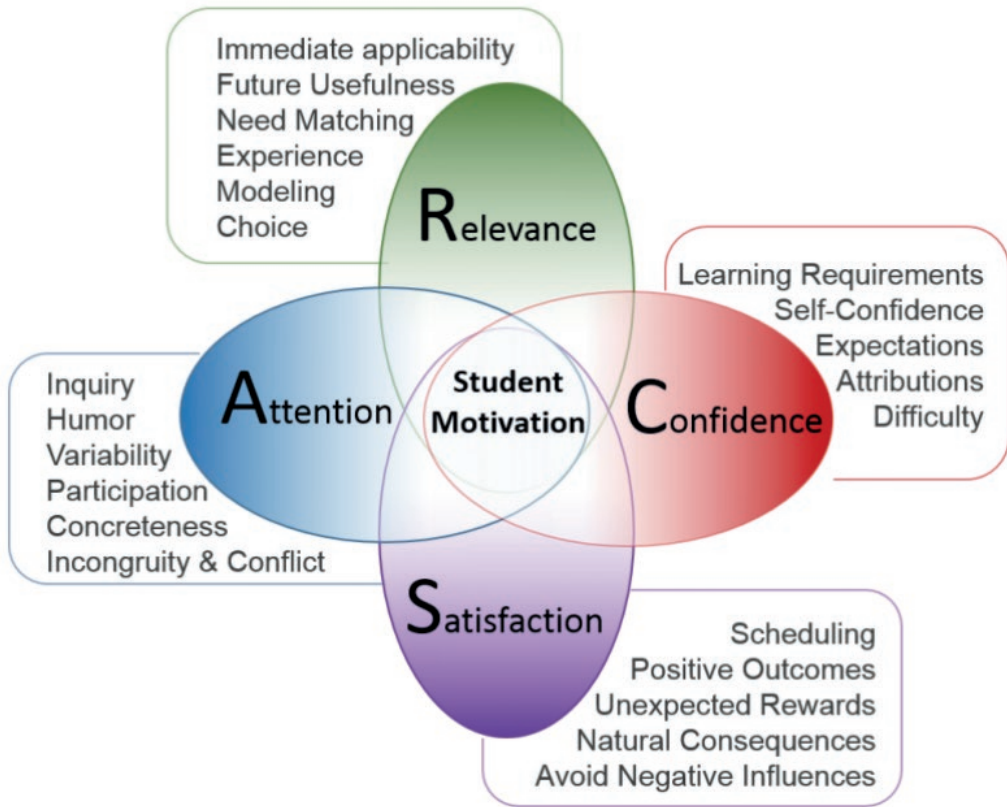
in school (Vallerand, Fortiet, & Guay, 1997) and more likely to demonstrate higher perceived academic competence (Deci, Schwartz, Sheinmann, & Ryan, 1981), higher academic intrinsic motivation (Deci, Nezlek, & Sheinman, 1981), better academic performance (Boggiano, Fink, Shields, Seelbach, & Barrett, 1993), and higher academic performance (Fink, Boggiano, Maine, Barrett & Katz, 1992).

This model of learning is called learning that supports autonomy. In this model, teachers provide students with a choice; encourage student experimentation and independent initiative; educate students to accept challenges, explore new ideas and persevere in difficult assignments; offer optimal tasks (not too simple, not too difficult); provide feedback that is not evaluative for a person; give a meaningful justification for the requested behavior, acknowledging the feelings; and create opportunities for collaborative learning.

This model will also help distance learning. There is a great variety of online tools:

- Jamboard. Students will be able to create presentations or do group projects online, because it allows access to edit the file for multiple users at once and students will see all changes instantly.
- Miro. It's a more complex board with a lot of functions and features.
- Tools to create presentation (*Canva*. This service can be used to create beautiful and functional presentations, posters, announcements. Students will need to use their email address to log in.; *Google Slides*. Create a presentation, allow all users to edit, share the link with your students.; *Google Docs*. Simply create blank documents for your students and give them access to edit them. When they're ready, you can check their written tasks online. Students will be able to see your corrections and feedback as soon as it appears.; *Padlet*. It's a great tool to create interactive boards, where students can share their ideas; upload their projects; see, react and comment on works or ideas of others.; *Kahoot/ Baamboozle/ Quizizz*. You can ask your students to create a quiz on a topic you learnt. Ask your students to choose their favourite online quiz website and create a quiz which other students will be able to play after.)

The problem of student motivation has always caused heated debate. The relevance of maintaining educational motivation is especially important when many are now transferred to distance learning. How to keep students motivated at a sufficient level so that they not only complete tasks, but also actually get pleasant emotions when gaining skills and knowledge?



Keller's (1983) four-component motivation system is a prime example of successful educational construct. It draws together some of the most important lines of research in motivation psychology and synthesizes them in a way that the outcome is relevant to and accessible for classroom application. The framework has four components: interest, relevance, expectancy, satisfaction³.

Motivational design is defined as «the process of arranging resources and procedures to bring about changes in people's motivation»⁴. Keller's Instructional Model of Motivation is also known as the ARCS Model, which is an acronym of the strategies used to ensure continued motivation: Attention, Relevance, Confidence, and Satisfaction.

ARCS is an instructional design model and focuses on motivation. This model was developed by John M. Keller.

3 Zoltán Dörnyei, Ema Ushioda (2021). *Teaching and Researching Motivation*. 296 p. New York. URL : <https://www.routledge.com/Teaching-and-Researching-Motivation/Dornyei-Ushioda/p/book/9781138543461>

4 Keller, J. M. (2010). *Motivational Design for Learning and Performance: The ARCS Model Approach*. Springer. URL : <http://dx.doi.org/10.1007/978-1-4419-1250-3>

The first letter of the Acronym, A, represents attention. Attention must be sustained throughout the entire process in order for meaningful learning to take place. We can grab students' attention using three specific strategies:

- Perceptual arousal: Grab attention by using the element of surprise.
- Enquiry: Ask questions to stimulate their curiosity.
- Variation: The instructor can first display the actual steps on the projector, and then divide the students into groups for practice.

The second letter in the ARCS model, R, refers to relevance. In order for students to retain information, they must ensure that the information being taught is relevant to students (goal orientation, matching motives, students' personal experiences).

The third section of the ARCS model, C, stands for confidence. This refers to students' own belief in achieving something and confidence in their ability to succeed (learning requirements, opportunities for success, personal responsibility).

The last letter S stands for satisfaction. Teachers can increase satisfaction by implementing various strategies in the classroom (internal reinforcement: learning should be enjoyable; external rewards: certificates for those who achieve personal goals or contribute to the class; fairness: evaluation by the same criteria for everyone).

Understanding the main points of teaching students, applying various strategies helped the teachers of our university to make the lessons as fun as possible.

Students (19 y.o.):

1. Features and needs:
 - can learn to pass an exam, improve grades etc.,
 - have some learning skills,
 - more disciplined, independent, organized,
 - can figure things out on their own.
2. Attention span – 48 min.
3. Motivation: are motivated by entertaining themselves and may find some activities boring and uninteresting.
4. Can be motivated by:
 - routines
 - personal stories
 - gadget usage

- ability to make a choice

There are three major components of motivation: activation, persistence, and intensity:

- activation involves the decision to initiate a behavior,
- persistence is the continued effort toward a goal,
- intensity can be seen in the concentration and vigor that goes into pursuing a goal. For example, one student might coast by without much effort, while another student will study regularly, participate in discussions, and take advantage of research opportunities.

Students become more active. This can interfere with learning. Especially today, when standardization and testing dominate. The solution to the problem is simple: the teacher must give students a voice, the opportunity to ask questions, create knowledge, explore social issues, and further engage in critical thinking⁵. There are objections to this motivation: students who are allowed to take responsibility will be undisciplined, will not do their homework, will refuse to take tests. However, in most regular classes, this is not the case.

The first step to motivating students is encouraging their belief that they have the potential to succeed. A student who believes, that his or her potential is capped, cannot be developed will not be motivated to work hard. It is the educator's responsibility to convey information on academic subjects. The teachers motivate students; show them their capable to learn⁶.

Teachers of our university created diverse language groups of students in the classroom, gave them the right to set academic standards for themselves. The class set up a grading system and the students set high standards for themselves, set the bar high and were motivated to achieve it because it wasn't forced on them. Each student required their peers to be responsible for upholding these standards⁷.

An essential element of this language experiment was motivation through creative freedom. At the start of the experiment, the students habitually asked permission for everything they did. They were asked to make their own decisions. This motivated the students. Also, with this approach, students were more involved because they were in control.

5 Simmons A. M., & Page M. (2010). Motivating students through power and choice. *English Journal*, 100, 65–69.

6 Dweck, C. S. (2002). Messages that motivate: How praise molds students' beliefs, motivation, and performance (in surprising ways). In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 37–60). Academic Press. URL : <https://doi.org/10.1016/B978-012064455-1/50006-3>

7 Simmons A. M., & Page M. (2010). Motivating students through power and choice. *English Journal*, 100, 65–69.

The most important finding in this research was that when students were left to design their own learning, not only did they not avoid learning, they set their standards higher and worked harder because they were more motivated. This experiment helped allow students to work with their peers, choose how they want to present their knowledge of a subject, and have a say in their assessments and those of their peers. By using these methods in the classroom, teachers of our university can motivate their students to become active participants in their own education, rather than just onlookers waiting to be told what to do, when to do it, and how to do it.

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**PECULIARITIES OF THE TRANSLATION
OF VULGARISMS FROM ENGLISH
INTO UKRAINIAN
(BASED ON CHARLES BUKOWSKI'S
NOVEL «POST OFFICE»)**

In connection with the changes in censorship norms, the problem of translation of profanity becomes more acute, because the development of the Internet allows offering the materials that are not subject to language censorship. Thus, freedom of expression on the Internet lowers the level of requirements for speech culture. Accordingly, there are more and more works in which vulgarisms are found. The author's intentions when using profanity