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## **MOTIVATION AS AN INHERENT COMPONENT OF THE COMPETENCY APPROACH IN TEACHING**

*When defining professional competences, the concept of “key competencies” is often used, that is, which should have each person and which could be used in a variety of situations. Key competencies are thus universal and are used in a variety of situations. The theoretical model of personal competence contains the following components: motivational-value, cognitive, emotional-volitional.*

*In order for education to be effective, the students must have a desire to study, which means that they should be motivated. An effective process of self-learning must begin with the definition of specific learning goals and complete the understanding of what motivation is and how to deal with it. Motivation represents a system of psychologically heterogeneous factors that determine the behavior and activities of man. In other words, it acts as an inducement that causes or strengthens human activity. Motives are considered to be those internal forces that are related to the needs of the individual and encourage it to certain activities aimed at their satisfaction.*

*How can the teacher motivate students to study and research? To do this, there are some techniques described in this article.*

**Keywords:** personal competency, competency approach, motive, motivation.

Text of the article

Innovative education is not only the newest methods of teaching, but also the newest ways of thinking. This type of education focuses not on the transferring of knowledge that is constantly obsolete, but on the developing of core competencies that allow themselves to acquire the necessary knowledge.

An approach based on competence in education is well known to educators and scientists throughout the world. Today, it is constantly debated and viewed from different perspectives. Competence – not only professional knowledge, skills and

experience in the specialty, but also attitude to the case, defined (positive) inclinations, interests and aspirations, the ability to use effectively knowledge and skills, as well as personal qualities to ensure the desired result at a specific workplace in a particular working situation [1, 96].

Personal competence is very important for achieving a new quality of educational outcomes. Personal competence can be understood as an integral characteristic, an individual's ability to identify, reflect, manifest, evaluate, develop, and arbitrarily regulate their own abilities, resources, talents and social positions, to develop and implement their life plans based on awareness of social needs and personal values. The theoretical model of personal competence contains the following components: motivational-value, cognitive, emotional-volitional.

Competency approach is a tool by which the subject of learning is able to assess the dynamics of personal and professional development, which increases its inclusion in the learning process.

Motivation of activity is a fundamental personality trait and a central link that determines the parameters and characteristics of activity, its orientation and specificity. S.U. Goncharenko defines motivation as a system of motives, or incentives, which prompts a person to specific forms of activity or behavior [2, p. 217].

The problem of developing effective strategies that influence motivation depends on identifying the specific motivational factors that affect students when they performing a research assignment. Motivational factors can be divided into: internally oriented and external oriented.

Internal motivators include enthusiasm for the subject, understanding of its practical significance, a sense of satisfaction from mastering the subject and following your own calling. Internal motivation is long-term and does not depend on external influences. Efforts to create this type of motivation are also, as a rule, an effort to increase students' interest in the subject being studied. On the other hand, efforts to create internal motivation may have a slightly slow pace of influence on student behavior and require special and lengthy training from a teacher. In turn, in

order to form the internal motivation of a student, the teacher must also be accordingly motivated, which means, to love his subject, to develop in every way within its boundaries or in related fields, and to convey this enthusiasm to his students.

External motivators include the expectations of parents or other close persons, the promotion of the subject directly from the teacher, as well as the possibility of obtaining a scholarship or similar material incentives from other structures. These may include scholarships of the President of Ukraine and the Cabinet of Ministers of Ukraine for young scientists, student grants for studying or internships abroad, as well as contests for the post of a prestigious institution after graduation. External motivators allow faster and easier behavioral changes and, as a rule, require less effort from the teacher. On the other hand, external motivators often divert students from direct work on the topic of research. They can also complicate the system of related scholarly rewards and punishments for the execution or non-fulfillment by students of a particular type of task. In addition, external motivators, as a rule, are not long-term. When remuneration or punishment are ended, students lose motivation [3, p. 163].

Studies also show that external rewards can negatively impact on internal motivation. For example, by conducting a series of experiments on two groups from the college with a Soma puzzle, a psychologist Edward L. Deci found that the group of students which received a material reward for each puzzle it solved ceased its activity after the termination of the stimulus. However, the group, which was not given material encouragement, continued to solve puzzles even after the experiment was ended. This group determined that the work with Soma puzzles is interesting. Researchers argued that the group, whose interest was supported by external stimulation, could also find this kind of activity interesting, but external monetary remuneration reduced their internal motives [4, p. 32-33].

The motivational factors also include self-perception of students, which means, participation in the task for such reasons as a challenge, curiosity or the need for manifestation of their skills. A particular type of motivation is the participation of

students in scientific work for such reasons as increased attention to other participants in the educational process (evaluation of the results of other people) and competition.

The individual (independent) work of students can be a preparatory stage for motivation and fulfillment of a scientific task, which can be executed in the form of a project: “Thus, the basis of the method of projects is the development of cognitive skills of students, the ability to independently construct their knowledge, navigate the information space. The method of projects improves beyond actual learning, motivates students, increases self-confidence, and develops critical thinking. However, the use of this method is not straightforward. Its use requires considerable effort, extra time, energy and imagination as a student and a teacher” [5, c. 92-94].

How can you form internal motivation? There are several ways:

1) *Curiosity and interest.* Every time, taking a new look we are waiting, making plans – we are curious. Thanks to this feeling, there was more than one discovery made. Curiosity is a leading motivator. Therefore, it is very important that the material chosen by the teacher at the classroom or outside it really captures the student, giving prospects for further work on the problem.

2) *The desire to develop and enjoy learning.* Celebrate the success of your students, keep track of their growth, identify what they learned in the current period, and consider this a new step towards the goal. Even if a certain discovery was already made before them, anyway, it is a great personal result. Don't underestimate the work which was done, even if it is not very significant at the moment, because it can become a springboard for the further research.

3) *Awareness of the need for hard work.* Teacher should explain to the students – it will not be easy. After all, if it was easy to do the research, others had already discovered everything and become masters of any subject in a short period of time.

4) *Positive attitude.* Everyone has their own reasons for negative attitude to the learning. But you need to realize that engaging in what you like – develops you versatily. This choice leads to a better future. And therefore it is necessary to refer to this choice accordingly. The teacher should emphasize this on several occasions.

5) “Conquering the top”. Nothing is as motivating as the achieving the goal. Therefore, it is better to divide the global tasks into distinct subtasks and overcome them (daily, weekly, monthly). This gives you a sense of progress, helps you to feel the result.

6) *Follow the plan*. The result often depends on how the participants of process are disciplined, or keeping themselves in constant tone. If you compose a scheme for yourself, what and when you will do on the way to your goal, you will be able to retain the strength and energy and not lose them in the process of implementing the plan.

Do not forget that the correctly indicated plan for achieving the goal will lead you to the desired result.

7) *Support*. Additional charge of motivation – support of your friends and relatives.

8) *Like-minded people*. Successful achievement is supported by a clear goal, sufficient motivation and like-minded people – people who have the same goal as we and support us when our motivation is fading or we lose faith in ourselves and want to get away from the distance. In turn, we also provide them with support if they need it.

9) *Games and competition*. Everyone likes to win, and therefore one of the opportunities to follow the progress and at the same time motivate oneself – by training or playing, is to determine and to know the performance of other participants.

Monitoring the results of others motivates more than friendly support. The greatest diligence in learning is shown by people who are watching the results of others. Psychologists believe that in the “trust group” the participants relax and begin to equate to less active members. In a competitive environment, on the contrary, people are dragging on leaders.

Thus, pedagogical psychology defines two main types of motivation - internal and external. Internal motivation is manifested in the willingness to perform scientific work because of the interest in the subject, the desire to learn or develop something new. It is aimed at self-realization, enjoyment of activity and achievement of skill in

its work. On the other hand, external motivation is a motivation to fulfill and to succeed in obtaining a certain result.

Students who are more focused on raising the grade or obtaining a certain material benefit from work are externally motivated, while students who are interested in their work and show a real interest in scientific work are internally motivated.

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