

## MOTIVATION FOR EDUCATIONAL ACTIVITY. ACTIVATION OF COGNITIVE ACTIVITY OF STUDENTS IN A TECHNICAL UNIVERSITY WHEN TEACHING ENGLISH

*Lashina E.N.*

*Saint-Petersburg State University of Industrial Technology and Design,  
Saint-Petersburg, Russia*

**Keywords:** educational activity, cognitive activity, motivation, activation, methods and techniques, teacher, student, English language, university.

**Abstract.** Motivation for educational activity when teaching English to students at a technical university is a primary task. Also, the teacher must have all the necessary skills and abilities to ensure the implementation of techniques for enhancing students' cognitive activity in the educational process. The article discusses methods and techniques of motivating students for educational activities, as well as methods and techniques of enhancing the cognitive activity of students when teaching English.

## МОТИВАЦИЯ К УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ. АКТИВИЗАЦИЯ ПОЗНАВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ В ТЕХНИЧЕСКОМ ВУЗЕ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

*Лашина Е.Н.*

*Санкт-Петербургский государственный университет промышленных технологий и дизайна, Санкт-Петербург, Россия*

**Ключевые слова:** учебная деятельность, познавательная деятельность, мотивация, активизация, методы и приемы, преподаватель, студент, английский язык, ВУЗ.

**Аннотация.** Мотивация к учебной деятельности при обучении английскому языку студентов в техническом ВУЗе является первостепенной задачей. Также преподаватель должен иметь все необходимые навыки и умения, чтобы обеспечить реализацию приемов активизации познавательной деятельности студентов в учебном процессе. В статье рассматриваются методы и приемы мотивации студентов к учебной деятельности, а также методы и приемы активизации познавательной деятельности студентов при обучении английскому языку.

In the modern education system, the problem of motivation for educational activity among students, as well as the activation of their cognitive activity, is very relevant. If we talk about teaching English in technical universities, where students, as a rule, do not consider such a discipline as English as the main major subject, but only as an auxiliary one, the task of motivating and updating cognitive activity for the teacher is most acute.

Motivation is the student's understanding of the goals and expected learning outcomes. A student, if he is properly motivated, must have a desire to learn, feel the need to study and be aware of the need for it [1]. Motivation is a state of personality that determines the degree of activity and direction of a person's actions in a specific situation [2].

Let's consider the main methods and techniques to motivate students to learn, which are effective when studying at a university.

1. Motivation by personal example. The student's interest in the subject being studied is determined not only by the professionalism of the presentation of educational material, but also by the personal qualities of the teacher. Numerous studies in this area prove that the character and individual characteristics of the teacher are taken into account when forming a student's opinion about the subject as a whole. A teacher who treats others kindly, is not late, does his work seriously and responsibly, checks students' tests, independent and practical work on time, is appreciated by them.

2. Keeping your promises. You can't deceive students. If you promised to show a film or presentation, conduct an interesting test, or take you on an excursion to one of the departments of a medical organization, then you need to realize your intended goals.

3. Formation of a positive attitude towards the profession. Educational activity for a student becomes a means of realizing life plans. The leading activity of this period is professional self-determination. There are students who have not yet fully decided on their choice of profession, so it is necessary to encourage and approve their choice, to focus on important professional competencies and specific issues in the field of medicine.

4. Friendly, calm tone, creating a positive microclimate in the group. The teacher's task is not just to organize the educational process, but also to regulate and streamline emerging communications in this complex process. A positive, friendly attitude and an even, friendly tone, are the key to effective work. Intonation should be enough to highlight the important, to emphasize, to make you think. Shouting and public reprimand will only reduce authority, making the teacher unrestrained and helpless in the eyes of the audience.

5. Providing maximum freedom to students. Of course, here freedom is understood in a specific sense. You can offer the group the opportunity to develop criteria and a form for assessing their knowledge, a form for performing individual independent work, a topic for a report or a version of an assignment, and review the answers of their classmates. Perhaps we will then choose another form of testing students' knowledge, explaining that it will be the most effective and revealing, but students will feel their participation, their involvement in the organization of educational activities. David McClelland, in his theory of motivation, states that a person has three needs: success, power, and belonging. Every person wants to be involved in some process, to realize that his point of view is taken into account – this increases motivation [3].

6. Celebrate student successes, praise publicly, demonstrate achievements (for example, for good or excellent performance of work). Modern psychology notes the fact that teachers give little praise to students. Praise, especially public praise, describing the merits and distinctive features of the work performed, increases the student's self-confidence, increases his internal motivation and desire to achieve a similar result again, increasing it over time [4].

A university teacher can and should influence students, increasing their motivation for learning activities. Along with this, it is also necessary to implement techniques for enhancing the cognitive activity of students in English classes. Here are the most commonly used ones.

1. Problem situations. A problem situation is defined as a mental state of mental interaction between a subject (student) and an object of knowledge, a state characterized by the student's need and efforts to discover, "discover" and assimilate new, unknown knowledge necessary for solving an educational problem. A problem situation has the logical form of a cognitive task that fixes some contradiction in its conditions and ends with a question (questions) that fixes this contradiction. The unknown is the answer to the question that resolves the contradiction that the student experiences as an intellectual difficulty. Introducing students to the logic of resolving these contradictions is an excellent school for developing independent, creative thinking of students and enhancing cognitive activity.

2. Activating questions. To activate students' thinking and attract their attention, the lecturer can pose activating and rhetorical questions to the audience. After a pause, the teacher invites students to answer activating questions at will or calls a specific student personally. An invitation at will is more expedient, since in this case the probability of receiving a correct and complete answer is higher, and the reception is more democratic. Calling a specific student may be related to the educational aspect. The teacher should comment on the answers; in addition, it is necessary to guide students to the correct answers, or, as a last resort, answer the question posed themselves [5].

3. Dialogue. Dialogue at a lecture, as an exchange of opinions between the teacher and the audience, is based on the use of intermediate educational information presented at some stage of the lecture. The organization of dialogue is based, as a rule, on three questions: – what information have we already received? what are we striving for in our actions, is the available information sufficient to achieve the goal? – how can you use the results obtained to achieve your goal? When organizing a dialogue, it is necessary to ensure complete trust; a situation should be created where every student wants to share his opinion with the teacher, without fear of expressing even the wrong judgment. After all, the main thing in a dialogue is to arouse interest in a given problem, to turn on the mechanisms of thinking, and having achieved this, the teacher can easily correct the students' incorrect answers in a short summary and, if necessary, further explain the material.

4. Thinking out loud. The problem of developing skills for independently obtaining new information is important. One of the ways to develop this skill is when the lecturer explains new educational information as if "thinking out loud." In this case, the teacher is obliged to show the student the entire course of logical thinking leading to the solution of a particular task or problem. Thanks to this, the student masters the logic of the lecturer's reasoning and acquires something more important than the educational information itself.

5. Visualization. This technique implements the principle of visual teaching. Visualization, as is known, contributes not only to more successful perception and memorization of educational material, but also allows students to intensify their mental activity and gain a deeper insight into the essence of the phenomena being studied. You can talk for a long time about the nature of some dependencies, the essence of formulas, but just look at the graph of this dependency, at a drawing, diagram or photograph of an object, at a histogram instead of a data table, and everything becomes clear. Studying the patterns of visual thinking shows its connection with creative decision-making processes. The technique of visualization contributes to the formation of the thinking process by systematizing, concentrating and highlighting the most essential elements of the analyzed information. Visual information can be presented to students in the form of a demonstration of a layout, drawing, graph, photograph, diagram, histogram, film, animation, etc. This type of information can be created by the teacher on the board or presented using posters, a multimedia projector and using various technical means.

6. Independent solution of educational problems. This technique involves preparing several versions of tasks – the most complex tasks given to a group of strong students, tasks of average complexity given to the main group of students (those with an average level of knowledge, skills and abilities), the simplest tasks for weak students. It is important to monitor the current level of development of the student and correctly select the complexity of the task for him [6].

Thus, managing the cognitive activity of students in English classes is one of the main problems facing the teacher. This problem includes the tasks of stimulating cognitive and professional interest among students, activating students' work during the class itself, managing this work and organizing students' independent work based on the class materials.

All these problems are solved using a whole range of techniques for motivating educational activity, as well as techniques for enhancing the cognitive activity of students. All techniques that motivate and activate the cognitive activity of students should be used depending on the content of educational information, the composition and preparedness of the audience, and the environment.

### References

1. Krylova M.N. Methods of motivating the educational activity of university students // Prospects for science and education. 2013, no. 3, pp. 86-95.
2. Aseev V.G. Motivation of behavior and personality formation. – M.: Thought, 1976. – 158 p.
3. Theory and practice of personnel motivation [Electronic resource]. – Access mode: <https://searchinform.ru/kontrol-sotrudnikov/motivatsiya-personala/teoriya-i-praktika-motivatsii-personala/>.
4. Novikova T.N. Increasing the level of educational motivation of students // Science and education today. 2018, no. 1 (24), pp. 87-93.
5. Masilevich N.A. Activation of students' cognitive activity at lectures as a factor in improving the quality of the educational process // Proceedings of BSTU. 2014, no. 8(172), pp. 115-117.

6. Krasinskaya L.F. Techniques for activating students' thinking at lectures // Almanac of modern science and education. 2007, no. 1(1), pp. 123-125.

### **Список литературы**

1. Крылова М.Н. Способы мотивации учебной деятельности студентов // Перспективы науки и образования. – 2013. – № 3. – С. 86-95.
2. Асеев В.Г. Мотивация поведения и формирование личности. – М.: Мысль, 1976. – 158 с.
3. Теория и практика мотивации персонала [Электронный ресурс]. – Режим доступа: <https://searchinform.ru/kontrol-sotrudnikov/motivatsiya-personala/teoriya-i-praktika-motivatsii-personala/>.
4. Новикова Т.Н. Повышение уровня учебной мотивации студентов // Наука и образование сегодня. – 2018. – № 1 (24). – С. 87-93.
5. Масилевич Н.А. Активизация познавательной деятельности студентов на лекции как фактор повышения качества образовательного процесса // Труды БГТУ. – 2014. – №8 (172). – С. 115-117.
6. Красинская Л.Ф. Приемы активизации мышления студентов на лекции // Альманах современной науки и образования. – 2007. – № 1(1). – С. 123-125.

<b>Лашина Екатерина Николаевна</b> – старший преподаватель кафедры иностранных языков	<b>Lashina Ekaterina Nikolaevna</b> – senior lecturer of the Department of foreign languages
lashinapiter@gmail.com	

*Received 06.05.2024*