

Cognitive motivation of students in the information environment of a comprehensive school

Utesheva Z.

Познавательные мотивации школьников в информационной среде общеобразовательной школы

Утешева З. Б.

*Утешева Звайда Бисеновна / Utesheva Zvaida Bisenovna - директор,
Областная библиотека для детей и юношества, г. Уральск, Республика Казахстан*

Abstract: *the article presents the results of experimental psycho-diagnostic research of students in comprehensive schools in various regions of Kazakhstan. It was aimed to determine the dominant type of motivation in schools' information environment.*

Аннотация: *в статье приводятся результаты экспериментального психо-диагностического исследования школьников общеобразовательных средних школ в различных регионах РК, направленных на определение доминирующего типа мотиваций в информационной среде школы.*

Keywords: *students, motivation, experiment, education system, information environment.*

Ключевые слова: *школьники, мотивации, эксперимент, система образования, информационная среда.*

The leading type of activity at teenage is education during which the following types of motivation are formed at students: а) educational - cognitive (interests to content and/or process of educational activity); б) motives of personal progress, self-development, improvement of abilities; в) social motives of study (motive of obtaining high grades which are the guarantee of emotional wellbeing); г) motives of achievement (desire to correctly execute the task, get the needed result); д) motive of prestige; е) motive of avoiding failure, ж) compensation of motives [1].

At this, positive, important and significant for success and result of education process are educational-cognitive motives and motives of achievement.

In connection with that, we have conducted an experimental psycho-diagnostic study of students of general high schools at various regions of the RK, directed at determination of dominating type of motivation of students [2].

Thus, we have tested 181 students of high school of Kyzyl-Orda Oblast and 41 students of Terekty region of West-Kazakhstan Oblast (Fedorovka village).

Results of psychological diagnosis of students of Kyzyl-Orda Oblast high schools.

In total there were tested 181 students.

1) From which: girls – 97 (53,6 %), boys – 84 (46,4 %) (Table 1, Diagram 1).

Table 1. Differentiation on gender of tested students of Kyzyl-Orda Oblast

Gender	Number	in %
Girls	97	53,6
Boys	84	46,4
Total	181	100

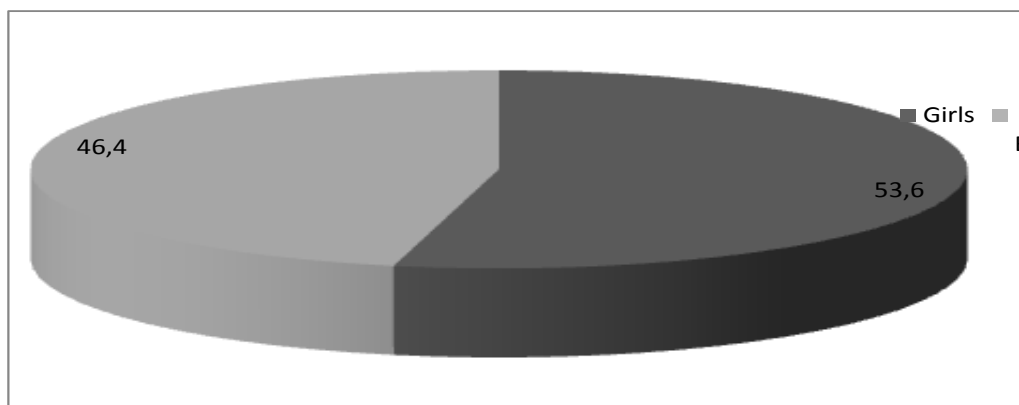


Diagram 1. Quantitative analysis of participants as per gender (in %)

2) Over half of tested students are children of Kazakh schools (Table 2, Diagram 2).

Table 2. Differentiation on education language of tested students of Kyzyl-Orda Oblast

Education language	Number	In %
Kazakh	93	59
Russian	88	41
Total	181	100

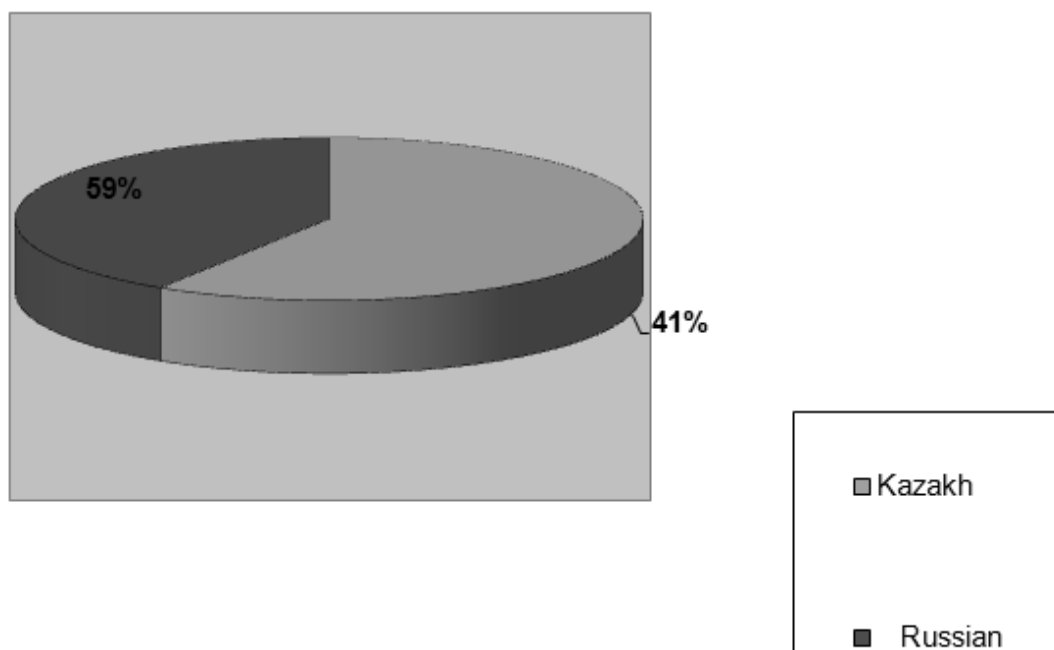


Diagram 2. Quantitative analysis of participants as per language of education (in %)

3) Over half of tested students are students of 9 grade (Table 3, Diagram 3).

Table 3. Differentiation on grades of tested students of Kyzyl-Orda Oblast

Grades	Quantity	in %
8 grade	89	49
9 grade	92	51
Total	181	100

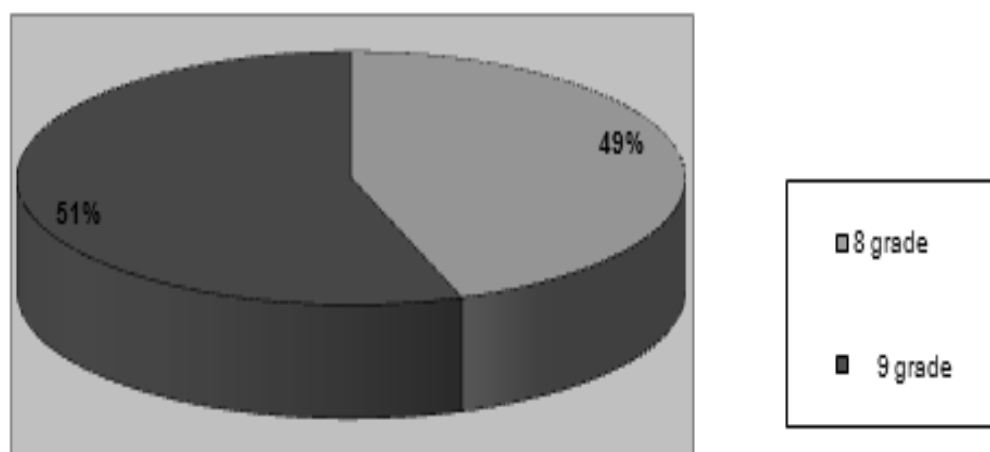


Diagram 3. Quantitative analysis of students as per grades (in %)

Study of motivation was conducted with application of the following methodics:

1. Determination of intensity of cognitive need (Yurkevich V. S.)
2. Determination of level of cognitive need (Yurkevich V. S.)
3. Determination of dominating type of motivation
4. Methods of research of cognitive interests. A. E. Golmshtok
5. Methods of research of achievements motive.

At the result of studies there were discovered the following peculiarities:

1. Education-cognitive motivation of majority of tested students is expressed insufficiently (35 %) and is not dominating.
2. Motives of personal progress, self-development and improvement of abilities are found only at 12 % of students.
3. All types of motivation, at certain degree, are found from tested students. While dominating motives were not found.
4. Majority of students have low level of achievement motivation - 140 (77,3 %). Only 22,7 % of students showed the average level of achievement motivation (Table 4, Diagram 4). No student revealed a high level of achievement motivation.

Table 4. Indicators of development of achievement motivation of tested students in Kyzyl-Orda Oblast

Motivation level	Quantity	in %
Low	140	77,3
Average	41	22,7
High	0	0

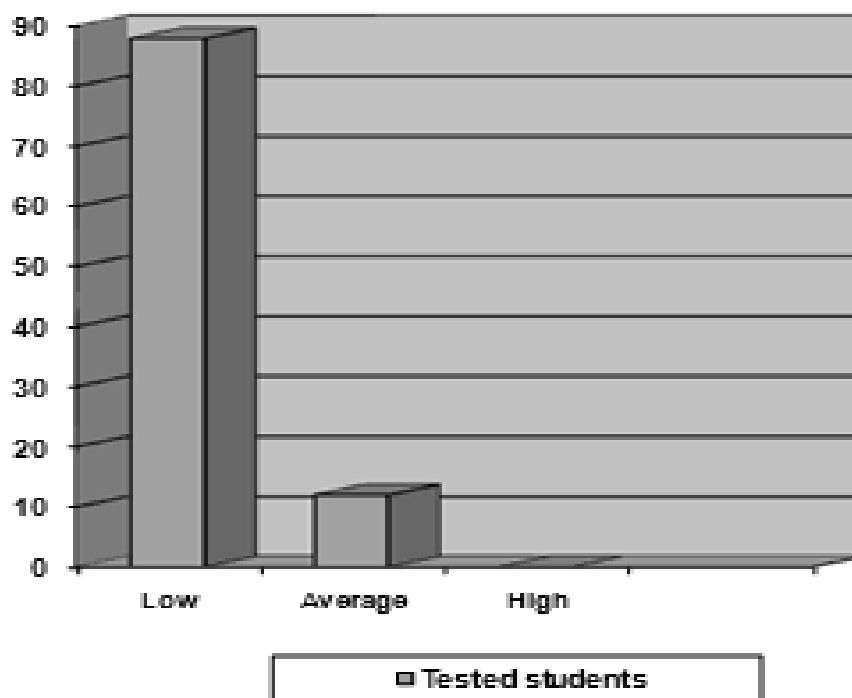


Diagram 4. Indicators of achievement motivation development of students of Kyzyl-Orda Oblast (in %)

Results of psychological diagnosis of students of Terekty region of West-Kazakhstan Oblast.

In total 41 students were tested.

1) From which: girls – 27 (68 %), boys – 14 (32 %) (Table 5, Diagram 5).

Table 5. Differentiation on gender of tested students of Terekty region of West-Kazakhstan Oblast

Gender	Quantity	In %
Girls	27	68
Boys	14	32
Total	41	100

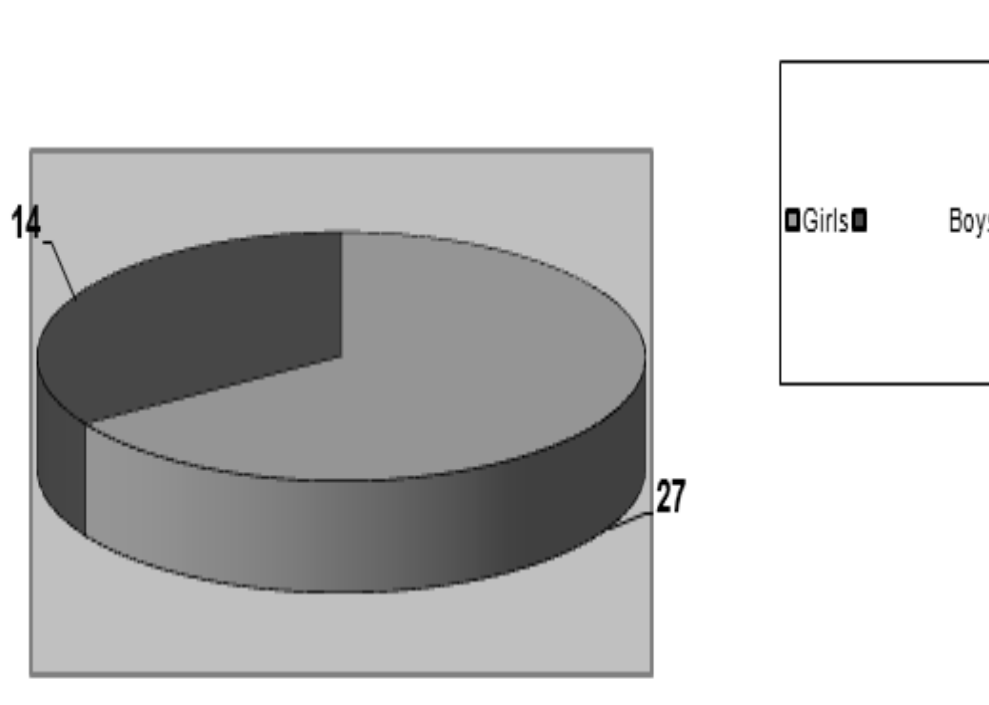


Diagram 5. Quantitative analysis of students as per gender (in %)

- 2) All tested students – with Kazakh language of education.
- 3) Large number of tested were students of 9 grade (Table 6, Diagram 6).

Table 6. Differentiation of tested students as per grades

Grades	Number	In %
8 grade	17	41
9 grade	24	59
Total	41	100

Research of motivation with application of test “Scale of achievement need” showed that the majority of students have low level of achievement motivation - 29 (71 %). 11 (27 %) students have average level of achievement motivation. Only one student (Orynbasarova A., 8 grade) expressed high motivation of achievement (Table 7, Diagram 7).

Table 7. Indicators of achievement motivation development of tested students of Terekty region of West-Kazakhstan Oblast

Motivation level	Quantity	in %
Low	29	71
Average	11	27
High	1	2
Total	41	100

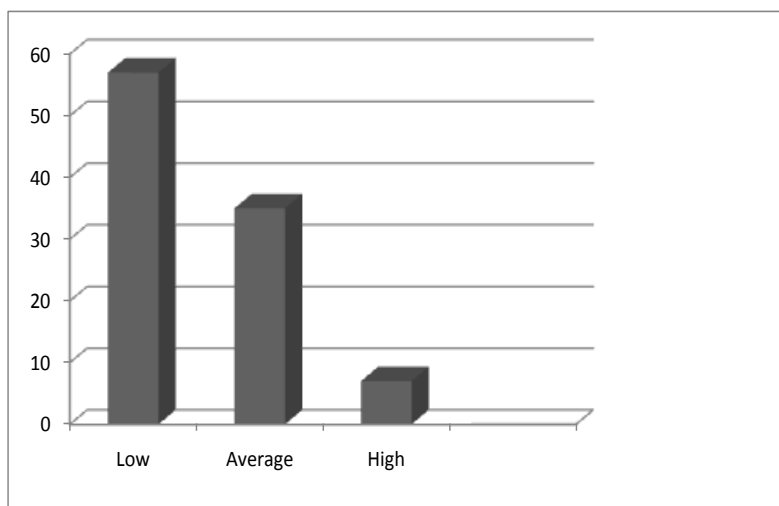


Diagram 7. Indicators of development of achievement motivation of students in Terekty region of West-Kazakhstan Oblast (in %)

Obtained results, in our opinion, were conditioned with lack of adequate stimulus for personal enhancement of students, poor establishment of problem of self improvement and self-actualization of their personality, prevalence of authoritarianism in influence of teachers, poor organization of psychological work in schools, etc.

Problem of development of motivation-personality sphere of students is typical not only for tested schools. It is very urgent problem in traditional system of education. In general, personality of students does not attract attention of teachers. Unfortunately, the education system is mainly directed at formation of system of knowledge and skills (KS) but not development of personality of students. It is the reason of low indicators of motivation sphere of students.

Solution of this problem, as we see it, is only in realization of individual approach in education, which requires appropriate training of psychological-pedagogical personnel for its realization. Such training is possible in form of special courses, seminars, self-education work.

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