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***М.Р. Могильный, А.А. Стыран***

*Национальный исследовательский  
Томский политехнический университет*

### **Motivations for learning of first-year students during the adaptation period**

This article examines the issue of losing first-year student's motivation to study motivation and their satisfaction with the educational process during the adaptation period, since interest in learning appears precisely in the first year. The article presents empirical data that were obtained during a survey of first-year students from 20 Russian universities. As a result of the data obtained, some ways to increase motivation were proposed.

Key words: first-year students; Russian universities; motivation; learning; adaptation period.

Many recent schoolchildren enter higher education institutions, at best, because it is prestigious and you cannot get by in the modern world without it, and at worst, under pressure from parents, relatives or friends. It is worth noting that few people at the age of 17–18 have a clear idea of life purpose or professional path [1, p. 34].

The first year of study for many students is a difficult period when they enter a new stage of their personal and professional development, come into an independent life. In many ways this period depends on how they adapt to a new environment, their ability to interact with strangers, assess their abilities, and defend their position. The formation of motivation for the educational process relies on these factors. Educational activities of students, like any other activity, are needed to be motivated in various ways, many variables got an influence on studying motivation [3, p. 908].

In our study, we consider it relevant to determine the significance of those motives that are responsible for the success of educational activities, mastering professional competencies and are usually laid down in the first year [2, 3]. This stage is characterized as the starting point in education, when students either develop an interest in their future profession or lose it.

This study is aimed at identifying the main reasons for the decline in motivation among first-year students. Based on this, the following tasks were set:

- 1) develop a questionnaire for first-year students focused on identifying the reasons for low motivation to study;
- 2) conduct a survey, collect data and analyze the results;
- 3) develop a set of measures to improve the situation.

According to the planned approach, this study began with the development of a questionnaire created by using Google Forms and containing 5 main questions:

- a) does a heavy workload for minor subjects affect your motivation to study;
- b) do you consider tiredness to be the reason for your low motivation to study;
- c) do relationships with teachers influence on your motivation;
- d) does a scholarship motivate you to study;
- d) if the university paid a scholarship on the principle of piecework wages, would this be a motivating factor for you to study better.

For each question, students were offered only two possible answer options: yes, no.

The survey was conducted among first-year students of Russian universities. In total, 20 Russian universities took part in the research:

Tomsk (TPU, TUCSR, TSU); St. Petersburg (SUAI, SPbPU, NSU named after P. F. Lesgaft); Krasnoyarsk (KSPU named after V. P. Astafyev, SFU);

Kazan (KFU); Moscow (MAI, RPA NEPA); Novosibirsk (NSMU, NSUADA, NSUEM, NCAC, NSTU); Tyumen (TSU, NTUSAU); Yekaterinburg (UISFS of EMERCOM, FU named after the First President of Russia B. N. Yeltsin).

As a result, responses were received from 73 participants. The largest number of responses, 63 %, came from universities of Tomsk, 10 % were students from St. Petersburg universities, and the remaining 27 % were distributed evenly among the above - mentioned educational institutions.

Analysis of statistical data allowed us to identify some similar trends.

Despite different cities, different universities, and different programs, the survey results showed that students often face the same problems, and their opinions on studying largely coincide. For example, over 67 % of the respondents come across the problem of motivation lack to attend classes due to heavy workload and lack of time for rest. According to the survey results, 41.1 % of students rest from one to two hours a day. The same number of students find time to rest for more than 2 hours, the rest either do not rest at all, or rest for less than an hour, which is not very much. Moreover, only 19.2 % of the respondents said that they are never burdened with minor subjects. From this we can conclude that the burden also comes from subjects that are not related to specialties and are considered to be acquired for general education. More than 70 % said that tiredness really discourages them from studying, and 79.5 % voted for reducing the workload at universities. Almost 81 % agreed that the amount of homework for students should be reduced, instead, more work can be done within the classroom. Another reason why motivation to study is falling is the attitude of teachers towards their students, 76.7 % of the respondents supported this idea.

In addition, at the university, unlike at school, there is an important motivating factor – a scholarship. This fact seems to be encouraging for students to study well, but the survey results show the opposite. Almost 48 % answered that the scholarship is not enough so it's getting does not motivate them to attend classes. 42.5 %, when choosing between studying hard for the sake of increasing the scholarship and work, chose the second option. From this we can draw a conclusion that almost half of the respondents would prefer to work part-time somewhere and therefore sacrifice their studies for this. It is also worth saying that many students fight for points to receive a scholarship, and not knowledge. At the same time, having no motivation, they fulfill the minimum rating of the curriculum.

Thus, at present, there are a number of trends that determine the changes occurring in the education system and affect student's motives for learning. As a result of the study, we identified three main reasons that influence the motivation of first-year students, which we attributed to the following: academic workload, relationships with teachers, and scholarship.

Among the listed above reasons, the dominant motive of the first - year students is still the motive associated with financial support for the work done. This is not accidental because in this case cognitive interest increases due to the competitiveness to do better and get more. You can receive an increased scholarship in the university for different activities: for social work, sports, creativity, achievements in science and most importantly for excellent studies. The amount of increased scholarships is determined by the university itself. This university policy forces learners to constantly grow above themselves. At the same time, it is necessary to demonstrate the prospects of further development in order to maintain motivation at the proper level. After all, one conquered peak entails the desire to go further and receive certain bonuses for your work. The implementation of an individual approach to scholarship payments can certainly become an important motivating factor in studying at a university.

Having considered all the answer options, we put forward an idea on how to increase the motivation of first-year students. In our opinion, universities could pay scholarships based on the piecework principle: the better a student studies, the more he will receive for it. 86.3% of respondents are for this opinion.

This decision is absolutely justified. An individual scholarship could give students the opportunity to devote themselves more to studying and mastering new material, attending tutorials, communicating with teachers, establishing the right working relationships with them, rather than mastering the material on their own, spending a huge amount of time on this, which could be used for relaxation. In addition, we believe students would not have to look for additional sources of income but develop in their professional field. In this paper we consider only some ways to boost motivation.

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Науч. рук.: Гончарова Л.А., к-т пед. н., доц.