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Competence-based approach to formation of students' learning motivation

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Abstract

Relevance. Building an educational process that can serve as a basis for the formation and growth of motivational spheres of students is one of the urgent problems facing modern education in the context of improving training in higher and secondary vocational educational institutions.

Purpose. The research aims to study the process of formation of motivation in students of higher educational institutions of Kyrgyzstan, on the example of Pedagogical College of the Kyrgyz State University named after I. Arabaev, International University of Innovative Technologies and Batken State University.

Methodology. The following methods were used: structural and functional method, method of synthesis, logical and comparative analysis, and method of generalisation. The following methods were used in the study of this issue: K. Zamfir's methodology "Study of motivation of learning activity" (edited by A. Rean); A. Rean's methodology "Diagnostics of personality on motivation to success and fear of failure".

Results. According to the study, most students are more motivated internally, they have an average level of motivation. Having analysed students' motivation for success and fear of failure, it was determined that most of the respondents have a strong motivation and desire for success, and only 14% of students have a predisposition to failure. The results emphasise the value of building an educational process based on a competency-based approach.

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Conclusions. Competency-based approach enhances student engagement by enabling them to apply new knowledge in their personal and professional lives. The practical significance of this study lies in the fact that all theoretical provisions, conclusions, and recommendations can be used in educational institutions by teachers and students to improve knowledge about the formation of the motivational sphere of students in the university, as well as by other scientists for a detailed study of this problem.

Keywords: learning process; competences; extrinsic and intrinsic motivations; academic aspirations; effective learning.

Introduction

Education is one of the common aspects of the multifaceted process of socialisation, which helps a person acquire the behavioural patterns necessary for successful participation in social life. The higher education system is currently undergoing stages of continuous transformation. However, the changes often do not lead to the improvement of the internal content and standard of students' education at a particular university. In the conditions of modern changes in education, students' motivation to study becomes one of the most urgent problems. Now it is one of the main directions of psychological and pedagogical science. For this purpose, university curricula should be organised differently. The teachers' job is becoming more complicated. It is necessary to have more effective technologies because stimulation methods and even the existing rating encouragement do not always lead to the achievement of the goal. Experience has shown that one of them is to inspire students' academic endeavours. Identifying student motivation problems for academic and professional activities and finding organisational and pedagogical abilities to use motivation theory to increase student engagement are challenging tasks. This problem never ceases to be relevant.

Due to the complexity of the issue, many people have different understandings of the essence, nature, structure, and functions of the problem of student motivation. Firstly, it is necessary to define the term "motivation". According to M.K. Nurgalieva *et al.* [1], motivation covers a wide range of elements including motives, needs, interests, ambitions, goals, drives, motivational attitudes, and ideals. Motivation is a complex, multifaceted phenomenon that includes orientation, goals, and personality traits. It also plays a role in students' achievements in their academic and cognitive activities, as well as in the process of their personal growth. As H. Hariri *et al.* [2] point out, every human action is motivated. It can be challenging creative work done with drive and passion, or it can be avoidance done as a sign of protest. The methods used to motivate students to influence their core interests and allow them to realise themselves through action.

Based on the theoretical research of B.R. Rafieva & S.O. Djamaldinova [3], the best approach to accelerate learning is motivation. Motivation is what drives a person to acquire knowledge and the learning process. The process of changing a person's attitude towards a particular subject of study as well as the whole educational process is known as motivation to learn, and it is quite complex and intricate. A person's motivation is the main factor influencing his/her actions and behaviour, including the process of becoming a future professional. As a result, it is crucial to consider what motivates students' participation in academic and professional activities. The state and the education system face the task of forming the readiness of

the individual, namely the desire, and aspiration to master social experience, and the ability to lifelong learning, in the conditions of society's transition to the digital economy, globalisation and the development of information technologies. According to the conclusions of T.M. Komkina & D. Melnikova [4], a modern student attends university for different socio-psychological motivations. It is the total amount of theoretical understanding, the ability to apply such understanding in real situations in the context of professional activity. This type of prestige is associated with university life. It is the opportunity to increase your income after college. Based on the above possible motivations, the mere acquisition of theoretical knowledge and practical skills is not always the main source of motivation for students.

Based on the theoretical research of Ch.K. Ryspaeva [5], extrinsic and intrinsic motives are intertwined in the system of learning motivation. Intrinsic motives cover self-improvement in the learning process. Students must desire to achieve something and do it, as a person's true motivation comes from within. A student's learning is seen as compulsive behaviour and often faces internal opposition from others involved in the learning process as well as parents. Therefore, internal motivational forces should be given much more attention than external pressures. The desire to reach a certain level of learning development, to acquire new information, skills and abilities, and social contacts are examples of extrinsic motivations. Although extrinsic motives can also be neutral or negative. For example, learning as coercive behaviour, learning as an attempt to become a leader or gain status, the desire to be the centre of attention or the desire to receive exclusive praise.

Y.E. Sadigovich [6] notes that one of the main factors in improving the quality of students' learning activities is the development of positive motivation in them. The essence and key elements that determine positively and sustainably motivated behaviour of people allow to state that the important positive motivations are stability, intellectual development, and connection with the nature of learning activity. Learning motivation has a complex structure, the elements of which are intrinsic and extrinsic motivation. Failure, personal anxiety, low self-esteem, and external attribution are the main factors preventing the manifestation of positive motivation. The main factors determining human learning activities are achievement motivation and some personality traits, primarily autonomy. Positive sustained motivation is determined by several things unique to a particular activity.

Accounting for the aforesaid, the research aims to investigate the impact of the educational process, built based on a competency-based approach, on the formation of learning motivation of students of higher education institutions. The main objectives of this study are to study the concept of "learning motivation", and to determine the

essence of the educational process, built based on a competency-based approach, based on the educational institutions of Kyrgyzstan, namely: Pedagogical College of Kyrgyz State University named after I. Arabaev, International University of Innovative Technologies and Batken State University to determine the features of student motivation, as well as the main factors that motivate students for successful learning at the university, as well as the definition of recommendations for the construction of the educational process based on the competence-based approach.

Materials and Methods

In the study of peculiarities of motivation to study in higher educational institutions of Kyrgyzstan, namely Pedagogical College of Kyrgyz State University named after I. Arabaev, International University of Innovative Technologies and Batken State University, an anonymous survey of full-time applicants for higher education, studying in the final year was conducted. The study involved 72 third-year students, aged 19 to 21 years old. The directors of educational institutions gave formal written consent to the experiment. The following methods were used K. Zamfir's methodology "Study of motivation of learning activity" (modified by A. Rean [7]; Methodology of K. Zamfir's "Study of motivation of learning activity" (in modification of A. Rean [7]; Methodology A. Rean [8] "Diagnostics of personality for motivation to success and fear of failure".

The basis of K. Zamfir's methodology "Study of motivation of learning activity" (edited by A. Rean [7]) is the idea of intrinsic and extrinsic motivation. Using this system, it is important to evaluate each criterion of professional activity motivation from 1 to 5. These criteria include the possibility of the most complete self-realisation in the sphere; material gain; professional growth; the desire to avoid criticism from superiors or colleagues; the desire to avoid possible punishments or difficulties; the need to obtain social prestige and respect from others; satisfaction with the process and results of work and these criteria. Based on the data obtained, a person's motivational set is identified. This complex consists of the relationship between three forms of motivation – intrinsic motivation (IM), extrinsic positive motivation (EPM) and extrinsic negative motivation (ENM). The worst form of motivational complex is "ENM-EPM-IM". There are other motivational complexes as well. When interpreting, one should consider not only the type of motivational complex but also how much one type of stimulus outweighs another in terms of intensity.

The next stage of the research was to study students' learning motivation, which consists of offering students a set of questions and a range of possible answers, depending on the level of motivation. Students give points from 1 to 5 to each answer (1 – definitely "no"; 2 – rather "no" than "yes"; 3 – not sure, don't know; 4 – rather "yes" than "no"; 5 – definitely "yes"). The scaling is done by students on a special card. 20 questions are designed to indicate emotional and physiological perceptions of various activities under changing conditions. The remaining 24 questions are designed to reveal the level of conscious attitude towards learning tasks. Except for zero, each scale measuring one or more levels of motivation ranges from

11 to 55 points. Each indicator can be examined independently, and the sum of the scores on each scale characterises the student's attitudes towards different types of learning activities. A scale that is very different from the others will show how motivated a person is to pursue higher education.

Methodology of A. Rean [8] "Personality Diagnosis of Motivation to Success and Fear of Failure" is presented in the form of a test consisting of 20 questions. Each question has two possible answers – "yes" or "no". For "yes" answers to statements: 1-3, 6, 8, 10-12, 14, 16, 18-20; and "no" answers to statements 4, 5, 7, 9, 13, 15, 17 can be awarded 1 point. The entire sum of the points is counted. If the student receives from 1 to 7 points, the motivation for failure is identified; if the sum of 14 to 20 points is identified, the motivation for success is identified. It should be assumed that this technique is not reported if the range of scores is between 8 and 13 points. However, if a student scores between 8 and 9, their motivation is more towards avoiding failure, and between 12 and 13, their motivation is towards striving to succeed. Before the beginning of this experiment, a questionnaire survey of students was conducted to determine which factor motivates students to successful learning. This part of the experiment was based on a specially designed questionnaire that included several questions. There was an unlimited amount of time to complete this survey. Students had to complete the survey electronically during the week.

Results

Learning motivation is characterised as a particular type of motivation that is present during a particular activity, in this case, learning activity. Learning motivation, like all other types, depends on many elements unique to the activity in which it is present [9]. Multiple motivation problems are one of the important issues in maximising students' learning activities. This means that the student in the educational system is both an object of action and an object of system administration. It is not always obvious from researchers' studies what motivates the young generation to learn. Only a few general explanations of motivation give the study of students' behavioural manifestations when entering the university, but they also allow to develop a positive motivation to successfully master knowledge, which will ensure success in the upcoming professional activity.

Motivation is a dynamic psychophysiological process in which the ability of a person to meet requirements through any activity regulates their behaviour and affects their organisation, direction, stability and performance. Although this problem of students' motivation in education has long persisted, now it has been significantly reduced [10; 11]. The hierarchical structure of internal and external factors forms the motivation for learning activities. Both internal and external factors are significant in educational and professional activities. The relation of the student's desired results to inner personal activity determines the motivation for learning and professional activities [12; 13]. The adoption of goals and objectives is one way of demonstrating the motivational domain in education. Motivation related to interest in the chosen profession serves as a resource and foundation necessary for the growth of professionalism during the period of

study. Since the growth of overall professionalism depends on motivation, it is crucial to monitor this development concerning learning and future activities.

The current labour market requires competitive, skilled, and capable individuals who can easily learn new skills. One of the elements that shape students' competence is precisely the motivation that learning activities generate in them. In many educational programmes, motivation encourages the student to perform to the best of their ability. It also helps to develop initiative and love for the subject and career. This process can be influenced by many things, including the formation of interest in the topic, knowledge of its value, importance in the labour market, aspirations for success, self-confidence and self-esteem, persistence, patience, as well as the development of students' interest in obtaining information and constant self-education, since the constantly evolving system of higher education requires that the level of training of graduates meets the criteria of modern educational standards [5; 14; 15]. If the instructor makes maximum efforts to increase the level of students' motivation, it will gradually lead to an increase in this level. In addition, it can build the enthusiasm of even the least enthusiastic students for the learning process [16].

When teachers can develop their students' motivation, especially their intrinsic motivation, it is easier to activate their capacity for independent learning and achievement in the sciences. However, learning will be ineffective if they are not enthusiastic about all activities. Students' lack of motivation and enthusiasm throughout their learning can affect how willing they are to follow instructions. This also means that if students are not very interested in learning, encouraging some activities that promote independence will not be effective. Therefore, teachers need to make sure that students are motivated to learn and participate in activities before allowing and controlling their autonomous activities [3].

The creation of such a learning process that can serve as a basis for the development of students' motivational spheres is one of the most urgent tasks facing modern education. In this regard, there are contradictions between the current level of student learning motivation in higher education institutions and modern standards of their learning activities, as well as between the demand in practice for scientifically based recommendations on the management of the motivational sphere and the deficit of relevant scientific and psychological knowledge. The competency approach, as a set of methodological, paradigmatic structural components, changes in the motivational sphere of personality, is used to form competencies based on an ideal ratio of theoretical knowledge, skills, abilities, and professionally significant and personal qualities, providing effective training of a future qualified specialist. The competence approach influences the extent to which the educational goals set by teachers coincide with the students' tasks, which leads to an increase in their independence every year. It also helps to prepare students for future conscious and responsible learning, ensures their success in future professional endeavours and increases the level of motivation for the learning process [17; 18].

This method of organising education requires the use of a variety of learning resources, which should be presented

clearly, as well as being accessible to the public at all times, being easy to use. Since the competence-based approach places most of the responsibility for learning on the student, the value of high-quality and diverse learning resources increases. When using this approach in an educational environment, the student assumes the role of the subject of the learning process [17]. A student chooses approaches and strategies to solve the problems set by the teacher, uses them, participates in the discussion of the results, and creatively interprets the research to arrive at what seems to be a discovery. In addition, the activity of the instructor is to help students develop their personality, improve their ability to act and create a knowledge system. When this approach is used, student autonomy grows in parallel. Before the beginning of the experiment, to determine the factors that influence the motivation for successful learning in higher educational institutions of Kyrgyzstan, namely Pedagogical College of Kyrgyz State University named after I. Arabaev, International University of Innovative Technologies and Batken State University, an anonymous survey was conducted. A total of 212 fourth-year students of the educational degree "Bachelor" were interviewed. To conduct the anonymous survey, a specially designed questionnaire was used, which included several questions and offered closed answers. The answers of each respondent were collected, processed, and then summarised. For the respondents, obtaining a diploma is of the least importance. Mastering the profession and acquiring knowledge are the driving forces of effective student learning (Figure 1).

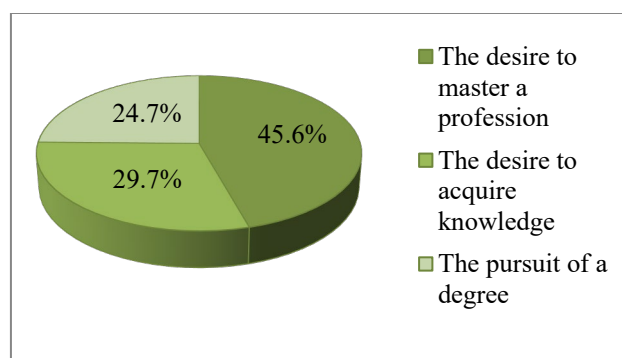


Figure 1. Factors that positively influence students' motivation for successful learning

Source: compiled by the authors.

In the process of implementation of the competence approach, emphasis is placed on the practical direction of education, emphasising the role of experience, and the ability to apply knowledge in different situations [17]. Within the framework of the competence approach, it is proposed to change the system of teaching subjects, which will ensure the assimilation of students' physical knowledge, ways of thinking activity, and development of their thinking abilities, which contributes to increasing their interest in the independent learning process, as well as the level of motivation. The following methods were selected for the introduction:

1. Problem-based learning. Problem-based tasks have a personal development component and are organically derived from the needs and experiences of students. Such tasks can stimulate the individual's thinking by placing a student in an exciting environment. The involvement of

students in setting a problem and hypothesis for its solution in the course of problem-based learning deepens interest in the independent process of cognition, the discovery of truth (fact – hypothesis – theory – knowledge (truth)), forming motivation for learning. The teacher's task in such a process is to guide the students' study of educational material, refraining from direct and unambiguous answers to their questions, and changing to their own cognitive experience.

2. Self-proposing theories to solve the problem. When formulating hypotheses, it is recommended to provide students with their solutions, which they can then evaluate, choose, and think about how to prove. At this stage, the thinking mechanism is activated through the technique of thinking aloud. The student is put in a position where he or she is one or two steps ahead of the instructor. At the same time, the instructor gives the group the right to reveal the conclusion they have prepared using the logic of their readings. In this case, learning takes the form of a hybrid of reproductive and exploratory approaches.

3. The process of analysing ready-made information from a printed source. Texts from a textbook or publications in a particular discipline are provided to students along with relevant questions. Based on these resources, students are divided into groups, pairs, or individuals, after which the problems are discussed in groups.

4. Heuristic communication and problem-solving methods. These methods combine the oral presentation of the subject by the instructor with challenging questions that reveal the student's point of view on the problem and life experience.

5. Research method. A system of theoretical and practical research of a high level of complexity is used to build the learning process. The cognitive process is uniquely experienced by each student who uses productive-practical and research-based learning strategies. The highest level of students' cognitive independence is manifested when they use research to solve a learning difficulty. As the research community notes that using educational brainstorming in groups of students to solve questions is the most successful approach.

At the initial stage, K. Zamfir's method "Study of motivation of learning activity" (modified by A. Rean [7]) was used to study students' motivation for learning. Based on the obtained data, calculations of motivation complexes were carried out. The ideal or average balance of motivations consists of the following elements: extrinsic motivation exceeds extrinsic positive motivation and exceeds extrinsic negative motivation. When IM is lower than or equal to EPM but still high enough, the level of ENM is very low. The student becomes more active and motivated to learn as his motivational complex increases, and only then does he achieve outstanding results.

Characterising the group of surveyed students, it is possible to state that 58 students out of all participants of the experiment are internally motivated (Figure 2). Such students study not for prizes, such as a good grade or certificate, but rather to learn and expand their knowledge. These are the kind of students who set a goal and achieve it. They are motivated and inspired to learn and almost always choose challenging assignments, which has a significant favourable effect on their cognitive functions.

The second place is occupied by students with external positive motivation – 9 people. This kind of motivation is usually worse than intrinsic motivation, as it is focused on the student's main result or on how a certain action will be evaluated, rather than on their desire to learn and gain knowledge. In third place are students with external negative motivation. This group consisted of 5 people. Such students have the same motivation as those who study only for the sake of studying, do not get satisfaction from their activity, and have little interest in what they study. Such individuals study only because they are afraid to fail or because others pressure or coerce them.

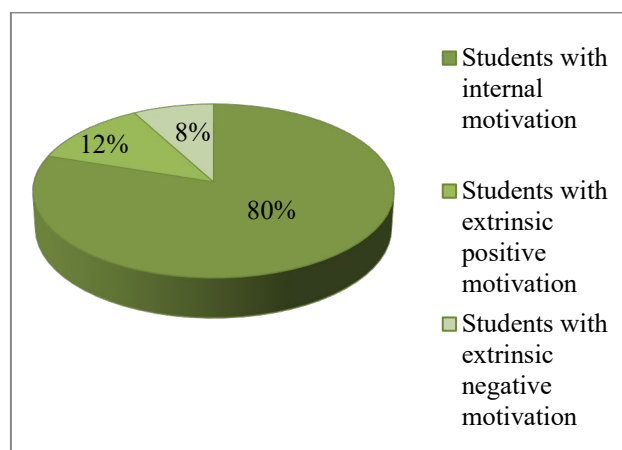


Figure 2. Results of the study using K. Zamfir's method "Study of motivation of learning activity" (edited by A. Rean)

Source: compiled by the authors.

The same sample of students was used to study the peculiarities of students' learning motivation, depending on the level of motivational sphere development. According to the research, it can be concluded that 51 of the surveyed students had a typical level of learning motivation. In addition, 14 respondents reported a high degree of motivation, and 7 surveyed students have a low degree of motivation (Figure 3).

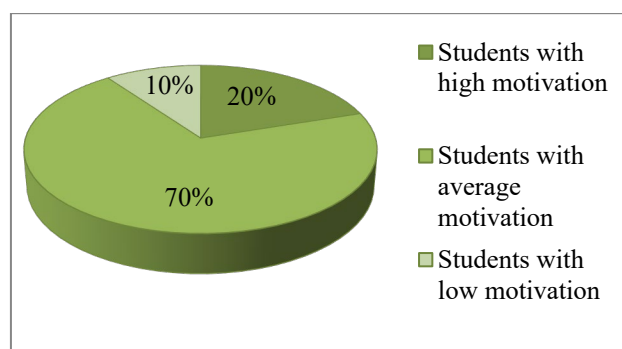


Figure 3. Studying the peculiarities of students' learning motivation, depending on the level of motivational sphere development

Source: compiled by the authors.

Based on the results of the study, it was decided to divide the students who took part in the survey into two groups: the first group consists of students with a high (20%) and medium (70%) degree of motivation to study. Students in this group plan their future carefully, set clear

goals for themselves and direct all their energy towards academic and professional pursuits. They rarely rely on others, maintain their originality and identity, have their opinion and point of view, and are never influenced by others. The second group was formed by 10 per cent of the respondents who reported little interest in learning. They can be characterised as people who rarely think about their future ambitions and professional activities. They prefer a carefree, typical student life. It can be said that these individuals are at the stage of self-determination. They still lack knowledge, practical and spiritual experience of life if they are not judicious and ready to reflect on everything around them. Such students should be encouraged, supported, and helped to identify the reasons for their unwillingness and inability to learn.

Using the method of A. Rean [8] "Personality Diagnosis of Motivation for Success and Fear of Failure" the following results of the study were obtained: 18 of all students have a predisposition to success, and 44 students have a strong motivation and desire for success (Figure 4). With this drive for achievement, these students will always complete any endeavour they start and succeed. The need for achievement and the expectation of success is the basis of these individuals' activity. These individuals are often self-confident, competent, responsible, proactive, and active. They stand out for their determination and persistence in achieving their goals. 10 students were motivated to fail by avoiding failure, anxiety, censure, and punishment. Underlying the motivation of such individuals are notions of avoiding unfavourable expectations. Such students may fear potential failure before embarking on any endeavour, contemplate measures to avoid this potential failure and not look for a path to success. In general, students who are motivated to fail show increased anxiety and low self-confidence. They tend to avoid important tasks and may experience anxiety symptoms. Under these conditions, situational anxiety in students usually reaches extraordinary levels. Finding a career in which such individuals can use their psychophysiological abilities and turn them into useful results is crucial.

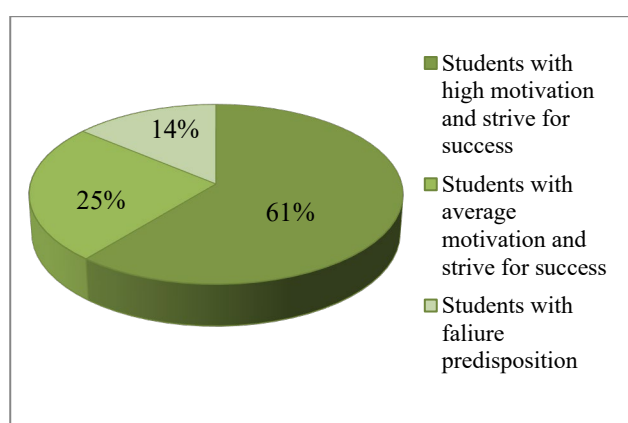


Figure 4. The results of the study using the method A. Rean "Personality diagnostics on motivation to success and fear of failure"

Source: compiled by the authors.

The study results demonstrate the importance of structuring the learning process in such a way that students experience a sense of satisfaction from the work they have completed, an emotional boost from learning something

new, and the formation of fresh ideas about how to use the knowledge gained in their personal or professional lives. With this approach, students will experience these emotions in the future, which will stimulate their desire for knowledge, creativity, and independent learning. In other words, such a process will influence the formation of a motivating and lasting reason for students' participation in educational activities. It is possible to track the development of motivation levels in a group if these surveys are conducted twice a year among students. Such large-scale surveys can record students' levels of motivation. In the end, it is quite possible that some students will become more motivated to study and others will become less motivated.

Discussion

The term "motive" is often used to describe psychological phenomena such as aspiration, desire, and intention, which are manifested in a person as readiness for action that will lead to a certain goal [19]. The development of students' aspirations for academic activity is one of the most important prerequisites for training modern specialists. The problem is becoming more and more urgent today, as the young generation that enters university is not always confident in their future career. High standards for specific professions (teacher, doctor) and, in particular, the current position of the relevant specialists in society lead to significant discrepancies. Given that this is a problem of national scale and level; society must realise the true potential of higher education institutions to address it. It is impossible to disagree with the statement of A.D. Wardani *et al.* [12], that the main driver of active student engagement in learning activities is to increase motivation, maintain continuity and direct learning activities in such a way that students' learning objectives are met. High motivation and enjoyable teaching and learning activities should lead to effective learning. Teachers should improve the level of teaching, manage the class effectively and inspire students to learn.

According to the motivation theory of J. Reeve *et al.* [20], each student innately possesses a wide range of intrinsic motivational resources that support engagement, including intrinsic motivation and psychological needs for autonomy, competence, and connectedness. In addition, students experience motivation that includes their own goals and values. Because of this, the instructor's role in the educational process is to support students' existing motivation rather than to motivate them. It is reasonable to consider learning motivation as both educational and professional motivation in the context of higher professional education. The subjects are understood as actual needs of an individual (higher education, self-development, self-discovery, professional development, increase in social status), which are satisfied through the fulfilment of educational tasks and motivation to study future professional activity [21; 22].

As noted by R.A. Moldabaeva & D.A. Zhanserikova [23], the basis of activity and communication is the motivational sphere of personality. Polymotivation of learning activity (should include both cognitive motives and broad social motives of learning, as well as motives of achievement) is a sign of developed learning motivation, as well as motives structured

(combining motives into a system), hierarchy of motives (differentiation of major and minor), development (complication) of motivation of learning activity, increasing stability and awareness of motives, redistribution of the ratio.

The most important component of the educational process is motivation for learning. A university graduate must meet certain conditions of modern society, among which professionalism, activity and innovation play a significant role [24; 25]. In the conditions of modern education, the process of improving the training of future specialists is very complex and depends on many elements. One of them is the growth of university students' motivation to study. It is impossible not to agree with the conclusions of M. Borah [26] that motivation improves learning outcomes. Learning is a continuous process that requires active participation. This affects the level of learning, retention of information and motivation to learn. A student who is motivated works faster to achieve the goal. In education, motivation plays a role in success or failure. When a student is not motivated enough, learning is hindered because the student does not perceive the need to learn. Motivation gives the student the effort and energy needed to complete an activity. Educators should pay special attention to the formation of cognitive motives (the motive to gain knowledge), professional motives, the motive to achieve success, and the formation of positive motives.

Following N.T. Ualieva [27], the content, organisation and control of students' independent work are strongly influenced by the competence-based approach to learning. The ability to carry out activities independently (the ability to solve problems independently in different contexts and activities) is one of the core values of the competency-based approach to learning, and the organisational basis of the educational process within such an approach is independent work (creating conditions for the development of students' experience of solving various problems independently). After analysing the scientist's research, it is possible to conclude that independent activities become much more significant in the learning process when it is activated, giving it a problematic character, which encourages students to approach it as the main method of developing learning and professional abilities.

It is impossible not to agree with the conclusions of S. Edgar *et al.* [28] that motivation is the result of an intense attitude towards the object of activity. A common mistake of higher education teachers is that they assume that students who are enrolled in their chosen programme are adequately motivated and interested in all courses studied. The task of the instructor is to understand the peculiarities of students' learning motivation. It is extremely important to analyse the state of motivation based on the data of numerous diagnostic techniques to predict its dynamics. Only an independent, active person can learn. Learning is an active category. The student's acceptance of the goals and responsibilities of learning activities as personally significant and vital represent motivation. Students in higher education have incentive structures that include success goals and learning goals. Numerous intrinsic and extrinsic motives for learning individual topics, including cognitive, professional,

pragmatic, social, and prestige motives, are included in the composition of motivation for learning activities. Students' motivation in higher education directly depends on the quality of the educational process. Today, the teacher's performance should be evaluated not only by the teaching abilities but also by how well a teacher can shape and inspire the creative activity of students and help direct this activity in the right direction [29-31].

Since learning is the starting point for the accumulation of personal experience, the motivation to learn takes a central place in the system of motivational elements. As such, G.M. Ertukeshova [32] believes that the development of students' learning motivation, closely related to their understanding of a properly set goal, is the most important link in the process of professional formation of personality. Motivation can compensate for even the lack of skills, and unfavourable motivation can reduce a high degree of intellectual progress. Motivation is the true stimulus that makes a person act according to a certain scenario and under certain life circumstances.

One of the most important components of effective learning, according to M.K. Nurgalieva *et al.* [1], is motivation. However, the characteristics and effectiveness of it vary depending on what stage of the educational process the student completes. The educational and professional activity itself and its motives change from the first to the last year of study. For first-year students, the process of adaptation to a new environment in general and learning activities, in particular, is unique. Motivation is a prerequisite for effective learning because it encourages the individual to participate in certain activities to broaden and deepen one's knowledge, increase self-confidence, and become more independent. The transition between a student's actual learning activities and integration into professional activities is the primary task of any vocational education. According to the general theory of activity, such a change is mainly due to a change in motives, as motive is the beneficial side of action. Practical tasks, however, have a professional motivation if the learning activity has a cognitive one. As a result, the complexity of transforming cognitive motives into professional motives is present in many aspects of the transition from the student's learning and cognitive activity to the professional activity of a specialist. Thus, students must choose what they like in their personal life, studies, future activities, or career and use this information to inspire themselves to act accordingly.

Conclusions

The motivation of a person is a set of internal and external influences that push in a certain direction and encourage them to act. The development of positive learning motivation in students is the main condition for personal development and effective professional training. A high degree of learning motivation is crucial for the effective construction of the educational process, as it is a primary determinant of successful learning. One of the key components of good learning is motivation. But the features of motivation differ at different stages of the educational process from the first to the last year of study, and the educational and professional activity itself changes. The competence approach of the educational process affects the extent to which the educational goals

set by teachers coincide with the tasks of students, which leads to an increase in their independence every year. It also helps prepare students for future conscious and responsible learning and ensures their success in future professional endeavours. The most important component of the educational process, based on the competence approach, is the formation of students' motivation to learn.

Learning motivation was determined based on the Pedagogical College of Kyrgyz State University named after I. Arbaev. As such, according to the study, the majority of 3rd-year college students are more internally motivated (80%). A minority of students (8%) have external negative motivation. 70% of respondents have an average level of motivation, 20% have a high level and only 10% have a low level of motivation. Having analysed the students' motivation for success and fear of failure, it was determined that 61% of the students have strong motivation and drive for success and 14% of the students have a predisposition to failure and motivated it by avoiding failure, anxiety, censure, and punishment. The research findings demonstrate the importance of structuring the learning process in such a way that students develop a sense of satisfaction from the work they have done and from learning something new, as well as forming ideas about how to use what they have learned in their personal or professional lives. The emergence of such

emotions in the future will stimulate students' desire for knowledge, creativity, and independent learning.

In the study of factors influencing students' learning motivation, which took place based on the Pedagogical College of Kyrgyz State University named after I. Arbaev, International University of Innovative Technologies and Batken State University, it was found that the majority of students (70.3%) are motivated by obtaining a profession, but for almost 25% of students, the main motivation for successful learning is getting a diploma. Research novelty is determined by the fact that for the first time, the influence of the educational process based on the competence approach on the formation of learning motivation has been investigated, the features of students' motivation in some universities of Kyrgyzstan have been studied experimentally. In further research, it is necessary to pay attention to the analysis of students' motivational readiness for professional activity.

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Conflict of Interest

None.

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Компетентнісний підхід до формування навчальної мотивації студентів

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Анотація

Актуальність. Побудова освітнього процесу, здатного служити основою для формування і зростання мотиваційної сфери студентів, є однією з актуальних проблем, що стоять перед сучасною освітою в контексті вдосконалення підготовки фахівців у вищих і середніх професійних навчальних закладах.

Мета. Метою дослідження є вивчення процесу формування мотивації у студентів вищих навчальних закладів Киргизстану на прикладі Педагогічного коледжу Киргизького державного університету ім. І. Арабаєва, Міжнародного університету інноваційних технологій та Баткенського державного університету.

Методологія. Використано такі методи: структурно-функціональний метод, метод синтезу, логічного та порівняльного аналізу, метод узагальнення. При дослідженні даного питання були використані наступні методики: методика К. Замфір “Вивчення мотивації навчальної діяльності” (за ред. А. Реана); методика А. Реана “Діагностика особистості на мотивацію до успіху та страх невдачі”.

Результати. Згідно з дослідженням, більшість студентів є більш внутрішньо мотивованими, вони мають середній рівень мотивації. Проаналізувавши мотивацію студентів до успіху та страх невдачі, було визначено, що більшість респондентів мають сильну мотивацію та прагнення до успіху, і лише 14% студентів мають схильність до невдач. Отримані результати підкреслюють цінність побудови освітнього процесу на основі компетентнісного підходу.

Висновки. Компетентнісний підхід підвищує активність студентів, надаючи їм можливість застосовувати нові знання в особистому та професійному житті. Практичне значення дослідження полягає в тому, що всі теоретичні положення, висновки та рекомендації можуть бути використані в навчальних закладах викладачами та студентами для поглиблення знань про формування мотиваційної сфери студентів у ВНЗ, а також іншими науковцями для детального вивчення цієї проблеми.

Ключові слова: навчальний процес; компетенції; зовнішні та внутрішні мотивації; академічні прагнення; ефективне навчання.