

THE ROLE OF TEACHERS IN PROMOTING STUDENTS' MOTIVATION TO LEARN

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Abstract. *Learning motivation is one factor that directly affects students' learning activities. Motivation for learning is not available, nor can it be imposed. Still, it is formed gradually by students going deep into the learning object. From the needs of the learning things and from the external factors that promote the motivation of students' learning activities. In this article, we want to discuss students' learning motivation and the role of teachers in forming a positive learning motivation for students to improve the quality of teaching and learning.*

Keywords: *learning motivation, teacher's role, training, factors, influence.*

1. Introduction. Improving the quality of training and ensuring the quality according to the announced output standards is an essential task for universities in Vietnam in general and Thai Nguyen University of Education in particular. At the same time, it also meets the current educational innovation requirements.

There are many factors affecting the quality of training, in which learning motivation is a factor that directly affects students' activities and learning outcomes. Students learn actively, excitedly, and passionately when they create the right learning motivation. In contrast, their learning is often coping and reluctant when the learning motivation is inappropriate. Therefore, it is necessary to research to build the right learning motivation for students and, simultaneously, to improve the quality of teaching and learning and achieve the set goals.

2. The concept of learning motivation

According to the Vietnamese dictionary: «Motivation is what motivates people to have certain behaviors unconsciously or consciously and often associated with needs» [1]. Kleinbeck (2009) said motivation is the foundation of work and learning efficiency. Work and learning productivity is determined not only by the ability to work and learn but also by motivation [2].

So what is learning motivation? What factors have a significant impact on student's motivation to learn? Willis J. Edmondson (1997) defined motivation as "a person's willingness to invest time, energy, and other potentials over a long period to achieve a pre-

set goal of oneself." Phan Trong Ngo said that "Learning motivation is what their learning must achieve to satisfy their needs. In short, what students learn for is their motivation to learn" [4].

Thus, learning motivation is a factor that orients and promotes learning activities; it reflects an object capable of satisfying the needs of students to occupy knowledge.

3. The formation of learning motivation

Jean Piaget (1951) believes that motivation is all the factors that motivate an individual to act to meet the needs and orientation for that activity. Motivation exists in two forms: internal and external. The inner motivation of each person is formed from the interest in learning activities to satisfy the need for knowledge. Extrinsic motivation is created not by the self's interest in learning but by the excitement from the results of learning [5].

Sharing the same opinion, Willis J. Edmondson (1997) believes that internal learning motivation comes from passion, love, joy, and genuine need; external learning motivation is caused by external influences such as praise. Praise from teachers and parents, teaching environment, and learning materials [3].

Thus, it can be seen that the most important internal source of learning motivation is the needs of students. The conditioned need becomes the motive. The objects of learning activities are knowledge, skills, and techniques. This object exists outside the student's subjective consciousness, has meaning, and gives rise to the student's

need to occupy. When the need to settle the thing of interest to students will become the motivation to motivate, orient and maintain learning activities. Thus, motivation is closely related to the needs and desires of the individual. They are critical internal factors that contribute to the formation of the subject's motivation.

The factors of external origin of motivation can be understood as teachers, learning content, learning methods, a form of teaching organization, learning environment, family, and society...

When students' learning needs are not high, teachers need to exploit and promote the elements of the teaching process, arouse students' positivity, and gradually transform external motivations into internal motivations.

4. Some suggestions for teachers in motivating students to learn

- To form learning motivation for students, the role of the teacher is very important. The attractiveness of the lesson content, the handy, flexible, and practical application of teaching methods, and the incredibly friendly, enthusiastic, respectful, and fun way of communicating of the teacher will motivate students to be active in learning.

- When the teacher designs the lecture content by the ability and cognitive level, meeting the needs of the students, this will attract students to listen to the lecture and create interest in learning for them.

- Teachers can also share with students the experiences of doing well of other individuals and groups. Many students want to hear about these experiences because these are their most practical lessons. On the contrary, teachers should listen to students share difficulties and problems to solve together.

- The harmonious combination of traditional forms of teaching and teaching

with the support of information technology also increases learning interest and forms a more active learning motivation for students.

- Teaching techniques should also be considered in knowledge transmission; for example, teachers should use the presentation method with large classes of students with attention to volume and rhythm in the voice; they should have valuable connections, helping students connect knowledge with their own experiences.

- In addition, many positive methods can be applied in teaching, such as group discussions, learning through stories, clips, crossword puzzles, These methods will contribute to the formation of natural motivation, create excitement, and impress students to convey the teaching content gently and effectively.

- Depending on the objectives, lecture content, students' abilities and qualifications, and teaching equipment, teachers actively select and coordinate teaching methods accordingly, enhancing student activities. , towards the goal of capacity building for students.

5. Conclusion

It can be seen that learning motivation is not available, nor can it be imposed, but it is formed gradually in the process of students going deep into the learning object. It is the student's learning needs and external factors that form the motivation to promote their learning activities.

Teachers play a very important role in forming students' learning motivation. Teachers can create learning motivation for students through the content of lectures and use methods and forms of teaching organization to stimulate positivity and generate interest in learning for students.

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РОЛЬ УЧИТЕЛЕЙ В ПОВЫШЕНИИ МОТИВАЦИИ УЧАЩИХСЯ К УЧЕБЕ

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***Аннотация.** Учебная мотивация является одним из факторов, непосредственно влияющих на учебную деятельность студентов. Мотивация к обучению недоступна и не может быть навязана. Тем не менее, она формируется постепенно, путем углубления учащихся в объект обучения. От потребностей учебного предмета и от внешних факторов, способствующих мотивации учебной деятельности учащихся. В этой статье мы хотим обсудить учебную мотивацию учащихся и роль учителей в формировании у учащихся положительной учебной мотивации для повышения качества преподавания и обучения.*

***Ключевые слова:** учебная мотивация, роль учителя, обучение, факторы, влияние.*