

The Role of Motivation and Formation of Competences in the Educational Process

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Abstract: *The article considers the relationship between students' motivation and communicative activity as the main factors in the formation of competencies in the educational process. Particular attention is paid to pedagogical approaches aimed at developing motivation, as well as the role of communication in acquiring basic professional and meta-subject skills. The theoretical foundations, methodological approaches and practical examples of the use of motivational and communicative strategies in teaching are analyzed.*

Keywords: *motivation, communication, students, educational competencies, pedagogy, expanding language horizons, modern educational technologies, adaptation to various communicative situations, educational process.*

Introduction

The modern higher education system is aimed at developing universal and professional skills of students, ensuring their successful socialization and competitiveness. One of the most important conditions for the effectiveness of the educational process, especially in the context of communicative activity, is the motivation of students, which serves as both a means and a result of the formation of competencies.

Motivation is the main function of communication, which is aimed at motivating people to action. Just say "Go!" to a friend who has expressed a desire to do something, and this is already an attempt to encourage him, the same can be said with an encouraging word to a sad friend. Words and gestures motivate people.

Motivation is an incentive to action; a psychophysiological process that controls human behavior, determines its direction, organization, activity and stability; a person's ability to actively satisfy his needs and desires.

1. Theoretical foundations of motivation and communication

What role does motivation play in learning in education?

Intrinsic motivation helps develop strong and flexible critical thinking skills. On the other hand, apathy (the state of a person lacking motivation or interest in performing certain actions, tasks, or goals) and purely extrinsic motivation lead to low interest and academic persistence. Motivation helps develop creativity and critical thinking: students with intrinsic motivation view learning as a game.

Achievement motivation energizes action and directs it to achieving results, therefore it is an important factor determining academic success.

What is communicative motivation?

Communicative motivation is a set of motives that are implemented not in the process of learning a general language, but in a specific learning situation in a language lesson. This conditionality turns the issue of developing communicative motivation into a methodological plane.

Student motivation is one of the most effective ways to improve the learning process and results, and motives are the driving force of the learning process and the assimilation of material.

The main motives of students for acquiring knowledge. The most important motives for students are: cognitive; communicative; emotional; self-development; student position; achievements; external (reward, punishment)

The formation of communicative competence is the main and leading goal of teaching a foreign language. Its leading component is speech (communicative) skills, which include speaking, reading comprehension, listening comprehension, and writing.

Educational motivation is defined as a set of internal and external factors that encourage a student to actively learn. In the context of A. Maslow's theory, motivation is based on satisfying the needs for recognition, self-realization and belonging to a social group. According to the theory of self-determination (Self-determination theory is a psychological approach to understanding human motivation, personality and psychological well-being, in particular, a detailed consideration of the problems of intrinsic and extrinsic motivation.) (E. Deci and R. Ryan), the most stable forms of motivation are associated with intrinsic motivations that support the initiative and autonomy of the individual.

Educational communication performs not only the function of transferring knowledge, but also helps to develop critical thinking, cooperation, tolerance and discussion skills. These qualities are necessary for the formation of personal and professional competencies.

2. Motivation as a factor in the development of communicative competencies

Motivation directly affects the quality of students' participation in educational communication. Students with intrinsic motivation are more likely to take initiative, ask questions, participate in dialogues, and actively use various speech strategies. Extrinsic motivation, such as evaluation or career motivation, can also stimulate communication, but it is less stable.

From a pedagogical point of view, it is important to create a learning environment in which students feel the importance of their position, have the opportunity to choose and receive feedback. Such conditions stimulate motivation and at the same time develop communicative activity.

3. Communication as a means of developing competencies

The development of competencies occurs mainly in conditions of active interaction. Communicative situations in educational activities - discussions, project work, situation analysis - help develop not only speech skills, but also the ability to argue, critical thinking, and teamwork. Through communication, students learn to express and defend their opinions, listen to others, and form stable beliefs.

Within the framework of a competency-based approach, communication becomes an indispensable condition for mastering the curriculum. Interactive forms of training, including discussions, brainstorming, modeling of situations, project work, increase the activity of students and develop their professional and universal competencies.

4. Practical approaches to motivation and communication at the university

The following pedagogical strategies are considered effective in practice:

Setting important goals: focusing on the practical application of knowledge increases intrinsic motivation.

Project and work methods: involving students in joint activities, activating communication.

Using digital platforms and interactive tasks: expands communication channels.

Developing student independence: through the selection of forms and topics of educational tasks. The teacher acts not only as a source of knowledge, but also as a facilitator of interaction in education, contributing to the formation of a favorable psychological environment and stimulating student motivation through an individual approach.

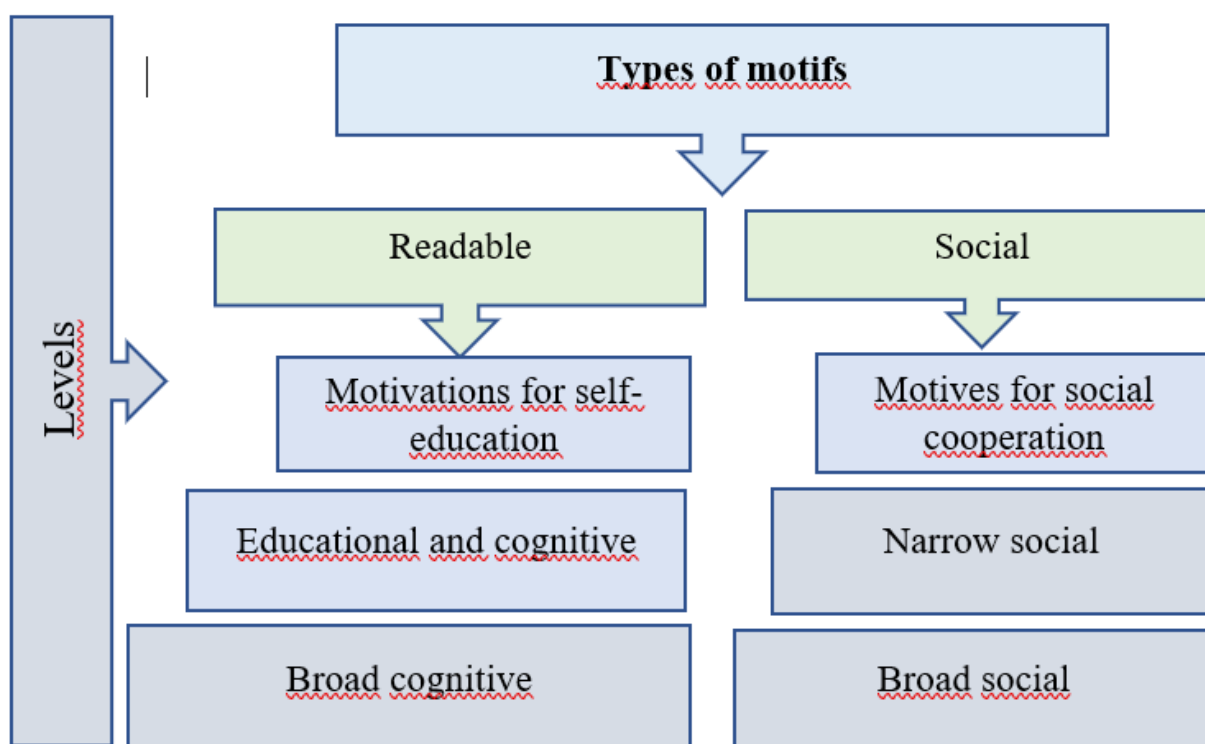
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Thus, motivation and communication form a sphere of interrelated influence on the formation of the main competencies of students. The use of pedagogically based strategies of motivational stimulation in combination with active forms of communication increases the effectiveness of the educational process and contributes to the development of the student's personality.

Motivation as a psychological and pedagogical category covers various theoretical models. From a pedagogical point of view, motivation is a necessary condition for creating an effective educational environment. Motivation-oriented education involves the conscious involvement of students in planning and organizing educational activities, which helps to increase their activity and responsibility.

Communication as a means of forming educational competencies. Communication in education performs informational, value-semantic and regulatory functions. It contributes to the formation of such competencies as argumentation, critical thinking, listening and interaction.

Conclusion

Motivation and communication are interrelated components of the educational process, which determine the effectiveness of developing students' competencies. The pedagogical task is to create an educational environment in which learning motivation is combined with active speech activity. Only with this approach can the goals of the modern education system be achieved, aimed at forming a competent, responsible and communicative personality.

From a pedagogical point of view, communication is both a means and a goal of education. Through the interaction of speech, concepts are formed, cultural norms are learned, and reflective thinking is developed. The teacher becomes a mediator between the content of education and the student, and not just a transmitter of knowledge.

In the context of implementing a competency-based approach, it is important to direct the interaction in education not only to the development of academic knowledge, but also to the development of social skills that are formed mainly in a communicative environment. The use of interactive teaching methods (discussions, case methods, project activities) enhances the motivational effect and develops students' communicative and professional competencies.

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