

FORMATION OF MOTIVATION OF SCIENTIFIC RESEARCH ACTIVITIES AMONG PUPILS

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Abstract: the article analyzes the study conducted to identify the level of formation of motivation of research activities in high school students. During the survey, three groups of students with different levels of motivation for search activity were identified. At the end of the work the conclusions are made, which reflect the main recommendations for the development of educational and cognitive activity of students. This work is highly relevant in connection with the need to develop students' skills of independent mental activity.

Keywords: motivation, educational and cognitive activity, research activities.

ФОРМИРОВАНИЕ МОТИВАЦИИ НАУЧНО-ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ У ШКОЛЬНИКОВ Телешева Н.В. (Российская Федерация)

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Аннотация: в статье анализируется исследование, проведенное с целью выявления уровня сформированности мотивации научно-исследовательской деятельности у старшеклассников. В процессе опроса были выделены три группы учащихся с разными уровнями мотивации поисковой деятельности. В завершении работы сделаны выводы, в которых отражаются основные рекомендации для развития учебно-познавательной активности школьников. Данная работа имеет высокую актуальность в связи с необходимостью развития у школьников навыков самостоятельной умственной деятельности.

Ключевые слова: мотивация, учебно-познавательная активность, научно-исследовательская деятельность.

Modern society needs gifted and developed people who can make a significant contribution to the development of science, technology, production and culture. It is quite clear that the talented personalities of the modern time are today's students. It is only important to be able to recognize this personality, to bring up the necessary qualities in it, to help them develop, and in the future - to realize their abilities.

Starting from an early age, everyone is actively involved in the discovery and the world. A person learns his diversity, gets useful experience from every life situation. Growing up, he gradually loses the quality of the "discoverer". He's running out of interest in researching process. Getting the finished product in the form of already obtained knowledge, a person does not feel part of the discovery. This applies to the educational process. When knowledge is not obtained independently by students, they are perceived without enthusiasm. The study of motivation is a central problem of didactics and pedagogical psychology [1, 361].

There is an actual question: how to interest students? How not to let this "spark" of desire for a new one fade away? In our opinion, one of the main ways to solve this problem is to involve students in scientific research activities. First, research activities contribute to the development of independent thinking. Secondly, it forms an interest in scientific knowledge. Third, the research work prepares children to solve more complex problems.

In recent years, schools and institutions of additional education are organizing scientific societies for students, whose purpose is to identify gifted children and develop their abilities. The main task of these organizations is to provide students with opportunities to develop their intellectual abilities in the process of independent creative and search activities. The scientific society helps students to realize their abilities, to get acquainted with scientific methods of research and gives the opportunity to participate in scientific experiments.

Typically, the scientific society of students is not large. The work is carried out with the most interested and capable students who are ready to seriously engage in research activities. In fact, such activities can be considered a form of additional education, as a continuation of basic knowledge and skills. Thus, under the competent guidance of teachers, students are able to conduct research activities and see the real practical results of the work. A sense of the importance of the case is an additional motivation that fuels the interest in the research. However, in modern schools teachers are faced with the fact that most students do not have the skills of independent work with educational material and reduced motivation for learning activities. Without seeing the objective usefulness of the knowledge, students lose interest in learning. Involvement of children in research activities is a powerful factor that changes their attitude to learning in general.

The study of works on age psychology and experience of advanced teachers allows us to conclude that the most favorable conditions for early involvement of students in research activities are formed in adolescence. It is believed that in the educational activities of adolescents attracts the content and the presence of a problem situation that requires intellectual activity and independence.

R. S. Nemov pointed out that it was in adolescence that the propensity to experiment was first manifested [2, 114]. Psychologists believe that teenagers experience great emotional satisfaction from research activities, because it is to puberty period there is a request for search activity. Scientists N. F. Prokhina, T. S. Mikhailchik, M. V. Matyukhina are also of the opinion that high school students are happy to explore and conduct experiments [3, 230]. They are passionate about scientific societies because they like to create and create something new. High school students are engaged in research activities to meet their curiosity, self-realization, self-determination and preparation for vocational education.

The results of the study to identify the level of formation of motives of research activities in high school students

According to the results of a survey to study the motives of research activities of students, which was held in Secondary school №56 of Naberezhnye Chelny, 83% of respondents (96 students) understand the essence, goals and objectives of research activities. The same group is aware of the need for research as the main factor affecting the self-development of students, but do not want to work in this direction, as they recognize the lack of motivation.

A total of 120 students were interviewed. 73% of the surveyed students (86 people) say that there is insufficient knowledge for the search activities that they receive in the classroom. More often than not, they do not ask the teacher for more information, filling in gaps through the media and the Internet. Only a small part of the recipients, namely 28% (33 students) apply to scientific literature for more information.

After processing and analyzing the students' answers to the questionnaire, we were able to divide the participants into three groups according to the levels of formation of research motives.

The high level of formation of research activity is characterized by a pronounced interest in research work. Students of this group have such abilities and skills as logical and analytical thinking, purposefulness, perseverance, self-confidence. The average level includes students who have a fickle interest in research activities. Students have the same personal qualities, teachings, and abilities, but they are much less pronounced.

The low level of formation of motives of research activity is characterized by the fact that there is no interest in scientific research among schoolchildren. It turned out that the majority of respondents (57%) of high school students belong to the average level, which indicates an interest in research. 26% of pupils belong to the competitive level because they do not manifest interest in the scientific quest. And only a small group (17%) has an interest in research.

After analyzing the results, we came to the following conclusions:

- students have formed an awareness of the need to engage in research activities, but teachers are not active enough in attracting students to search work. In this regard, students do not feel sufficient confidence in their abilities and the correctness of their actions, do not see the social and personal prospects of this activity.
- a small part of the students have formed some cognitive interest, but the motivation of research activities is weak.

In our opinion, the necessary motives for successful research activities are:

- interest in scientific research and the possibility of self-realization and satisfaction of their cognitive needs in the process of scientific activity.;
- prospects of creative self-development, self-improvement;
- expansion of personal potential.

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