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CLASSIFICATION OF THE LEVELS OF MOTIVATION TO STUDY FOR CADETS OF HIGHER MILITARY EDUCATIONAL INSTITUTIONS

The reasons for the decline in motivation to study of a certain category of cadets of higher military educational institutions are determined. Each reason is determined through classical motivation theory, analysis of statistical studies conducted in various higher education institutions, observations of personal priorities, goals, and traits of a cadet, the level of initial learning skills and basic knowledge, and the reasons for choosing a particular educational institution. Levels of motivation for learning are proposed and justified for cadets considering the specific conditions of the higher military educational institution.

Keywords: *low motivation for learning, reasons for low motivation, levels of motivation.*

Statement of the problem. In the conditions of full-scale aggression by the Russian Federation against Ukraine, motivation for learning is considered one of the tools for universalizing military education. The conduct of hostilities on the territory of Ukraine has shown how quickly new types of weapons are developing; the classical canons of command and methods of warfare are changing. Such a pace of technological and conceptual changes in military science demands readiness from officers, both for rapid replenishment of academic knowledge and for retraining to new standards throughout their professional career, with motivation for learning being the driving force behind this. Therefore, one of the main tasks of higher education is to create a sustainable motivation in learners that would stimulate self-development and self-learning beyond the higher education institution (HEI). However, the constant concern of modern scientific and pedagogical workers of HEIs about the low level of interest in mastering educational material by a certain category of learners only indicates that the problem of low motivation for learning has not yet been resolved and remains relevant [1–8].

In this regard, both at the state level and within individual HEI in Ukraine, regular measures are being taken to improve the quality assurance system of higher education. The regulatory and legal framework [2], the content of documents regulating the organization of educational activities in higher

education institutions has been changed significantly; educational and professional programs, curricula, complexes of educational and methodological support are being improved; the educational, material and technical base is being developed and improved, to ensure the creation of the necessary conditions for students to achieve learning outcomes and to develop their competencies in a specific field.

When entering a higher military educational institution (HMEI), as well as any other HEI, each learner has his or her own goal with a corresponding level of motivation. It is precisely the motivation of learners that is the driving force that significantly influences their level of achievement in learning outcomes and, at the same time, their readiness to perform functional duties in their future professional activities.

Undoubtedly, the vast majority of HMEI cadets strive to master the educational material on their chosen specialty qualitatively, but among them, there are those who show no interest in learning and do not make sufficient efforts to acquire knowledge and skills because of their low motivation. However, the reasons for low motivation in learning have various origins, which require timely identification by scientific and pedagogical workers and consideration during the organization of the educational process, as low quality in a graduate's competencies can have irreparable consequences during the performance of professional duties.

In this regard, there is an urgent need to identify the reasons for low motivation of HMEI cadets to acquire new knowledge in order to develop approaches to increase motivation.

Analysis of recent research and publications.

The problem of low motivation for learning is not new and has deep historical roots. Even V. O. Sukhomlynsky noted: "*All our plans, all searches and constructions turn into ashes if a student has no desire to study*" [1]. Considerable attention has been paid to the problem of motivation in the research of scholars, and the fundamental principles of personality motivation provide an opportunity to study motivation for learning through the prism of the interdependence of individual needs, internal and external conditions of human development, and its motivational sphere.

The motivation of educational activity as a pedagogical problem of general education was analyzed by I. Andrashchuk. According to him, the reasons for the low level of motivation for successful learning include alienation, distrust, authoritarianism, and scorn from the teacher's side, which evoke learner's negative feelings and lead to a passive attitude towards an academic discipline [3]. As one of the most effective methods to increase the learning motivation for students with low academic achievement, I. Andrashchuk offers creating situations of "success" during classes. This research is extremely valuable for identifying the reasons for the low motivation of cadets, as a significant percentage of cadets are graduates of schools.

The authors of the article [4] analyzed the most common views in psychological and pedagogical science on the essence of motive and motivation, the definition of which represents a certain scientific problem. They concluded that a motive is an internal driving force of personality towards a certain type of activity (behavior, communication, conduct) associated with the satisfaction of a certain need, and they consider motivation as a hierarchically organized system of motives. It is not exhausted by any single function, one-sided connection, or relationship in terms of real behavior of an individual, making the problem of motivation a complex one. The authors suggest further analyzing the pedagogical aspect of this problem, which would allow identifying specific methods of forming motivation that regulates behavior in the learning process [4].

The peculiarities of cadet's motivation to study non-core subjects were discussed by N. Kalynyuk and O. Lemeshko in [5]. They found out that for the

majority of first-year cadets, when choosing a profession, creative activity and the level of prestige of the chosen profession became dominant motives. The study showed that 73 % of cadets with a high level of motivation for studying non-core subjects have autonomous motivation for success. Interest in studying non-core subjects can increase or decrease depending on the influence of the teacher's personality. It was determined that 27 % of cadets experience a crisis of professional choice, uncertainty in professional plans, or fear of failure or anxiety.

Researchers N. Antonyuk and N. Pushkar highlight the results of their own research on the factors of positive motivation for higher education students. The researchers determine that a particular student's motivation for learning is influenced by factors such as interest in the subject, perception of the subjects full value, general desire to perform theoretical and practical tasks, self-confidence, a sense of self-worth, patience, and perseverance. The authors further suggest substantiating methods of developing the motivational sphere of students [6].

The approach to forming professional motivation of cadets based on didactic models was proposed by O. V. Lutsenko [7]. The article considers the motivation of educational activity as a hierarchical system of external and internal motives that determine the direction, intensity, and personal meaning of cadet's educational-cognitive activity. Therefore, the strength of motivation is not constant and can change under the influence of external and internal circumstances, meaning that motivation can be managed. A successful balance of motives of these two types is the basis for the successful formation of a cadet's motivation for learning and influences the direction, intensity, and personal meaning of educational-cognitive activity of cadets.

Researchers L. M. Zakharenko and T. I. Yurchenko-Shekhovtsova identified learning motives for first-year cadets [8]. Professional motives associated with the desire for social justice in combating crime and protecting the population of Ukraine, the romantic attractiveness of the profession, the desires for social prestige and material prosperity, and the compensation of personal shortcomings through self-realization in the profession turned out to be dominant. The importance of positive motivation, which arises in 49,32 % of cadets due to interest in the profession, was noted. The presence of negatively motivated learners (4,93 %), for whom learning is uninteresting, was also identified but the reasons for such negativity were not determined. Of interest in

the study is the existence of an intermediate group of students (54,25 %), whose motivation to study cannot be classified as either positive or negative; they are characterized by indifference to grades and reluctance to analyze their mistakes. It was found that the main motive of 29,86 % of such cadets is the desire to avoid criticism and trouble from leaders, and 8,77 % of cadets study for the sake of status in society, in the cadet community or to obtain a diploma of higher education of the state standard.

Thus, the analysis of publications indicates that the selected research focused on studying historical-psychological reasons for learning motivation, on identifying the motives of cadets for learning, on ways of forming motivation, on peculiarities of cadet motivation, as well as on factors influencing motivation. Despite the numerous achievements in recent years, the determination of the reasons for the low motivation in cadets for learning has not been a separate subject of consideration.

Thus, given the above, **the purpose of the article** is to provide a classification of the levels of motivation to study and to identify the reasons for the decline in motivation of a certain category of cadets of higher military educational institutions.

Summary of the main material. Higher education in Ukraine is not compulsory and is perceived by society as a continuation of secondary school only for those citizens who have corresponding abilities and a desire to acquire higher education. However, recently, a stereotype has been established about the necessity of higher education for everyone as a condition for considering a person as a full-fledged member of society: regardless of the institution, the main thing is to obtain a bachelor's or master's degree. In this case, the primary motivation for an applicant is to enroll in at least one higher education institution, regardless of his or her capabilities and aptitude for studying in the chosen specialty. As a result, not all applicants manage to successfully determine their future profession, and consequently, find personal motivation for studying.

The situation in HMEI reflects modern educational trends in society. As experience shows, among the applicants who apply to higher educational institutions every year, there is a certain percentage of those who have low motivation or low abilities for studying. Therefore, teaching such applicants requires instructors to make significant efforts to ensure the quality of education, at least at a satisfactory level. To some extent, this is a result of the fact that the mentioned percentage of cadets

does not understand the significance of higher education personally for them.

As a counterargument to the stereotype of the necessity of higher education for everyone, it can be argued that a person consciously chooses his or her future military profession and applies to a higher military educational institution by his or her own desire. Thus, it is assumed that an applying cadet likes the military profession, has motivation for studying and corresponding abilities, and also at the initial level understands the responsibilities imposed on him or her by the nation while performing his or her professional duties.

At the same time, studying at a HMEI involves the acquisition of a set of general professional, military professional and military specialty competencies provided for in educational and professional programs. Competencies are a dynamic combination of knowledge, skills and abilities, the qualitative acquisition of which will allow a future officer to carry out professional activities at a high level. To do this, the applicant must master a set of academic disciplines that are prerequisites for obtaining a professional qualification, which requires the applicant to have certain abilities.

Therefore, in the future, applicants who are lucky enough to become cadets of the HMEI have to show their abilities and master the educational material in order to meet the requirements of the higher military school against the background of additional duties provided for by the specifics of the institution.

However, later on, a certain category of applicants, for a number of reasons, realizes that they have overestimated their capabilities to study at a HMEI and expresses a desire to stop it.

So, let's look at the main reasons for the decline in the motivation of cadets of HMEI.

1. *Shifting personal priorities towards satisfying moral and material needs, as well as solving social problems.* Regarding these factors, it should be noted that they take away a lot of time from the applicants and distract their attention from mastering the educational material properly. This category may include applicants who have an irresistible desire in their youth to devote more time to entertainment rather than studying. Another category of applicants is those who have families and children but do not receive sufficient financial support to manage their household, which prompts them to prioritize seeking other opportunities to satisfy their material needs. In any case, both groups find it difficult to establish a balanced regimen

between studying, service, and satisfying moral or material needs, and therefore, they have to sacrifice one for the sake of another.

Certainly, even among this category of applicants, there are those who, despite obstacles, find the time for studying. However, the percentage of those who still prioritize personal needs satisfaction remains quite significant.

The very act of attending classes for such applicants is a form of self-recognition that they seem to have already done a lot for their education, and the hours self-study provided to them to improve their knowledge and skills are not utilized as intended. During classes, this category of applicants does not internalize information because they consider it insignificant to themselves.

2. *Insufficiently developed skills of focus, quick perception, and assimilation of class materials.* To some extent, motivation is fueled by success. One of the factors of success is the brain's ability to focus attention on the subject of learning adequately and to perceive and process large amounts of unfamiliar information quickly and with constant intensity for a long time. If attention is lacking, a cadet perceives information slowly, superficially, or not at all, the brain instinctively rejects it. On the other hand, the low speed of perception, assimilation and insufficient brain training do not allow a learner to accumulate the necessary amount of information that can always be used quickly to implement knowledge as necessary. Such cadets are not able to remember the material for a long time, and to quickly extract the necessary information and use it as intended.

3. *A decrease in motivation due to information overload during the learning process.* This reason is a consequence of the previous one. Higher education standards for specialties contain competencies and program learning outcomes that learners must achieve at the end of their studies, which requires the input of a significant number of educational components (ECs) into educational programs. All ECs provided by the educational program for acquisition by learners vary in complexity but are mandatory (except for elective subjects) for all. Some easily and voluntarily master the educational material, while others have to work persistently on its assimilation (besides, each teacher during classes emphasizes the importance of his or her particular academic discipline).

Each learner has his or her own demand for the pace of assimilating information and his or her own mental-psychological maturity. However, higher education plans and programs cannot take this into

account. As a result, certain learners are unable to memorize and master the previous material, but are forced to study new material, because it is necessary to go further according to the program. As experience shows, those who do not have enough general skills before learning face information overload. When such learners try to process large amounts of information while mastering a large number of academic disciplines, they experience a feeling of fatigue, which leads to information overload and subsequently to its non-perception or rejection altogether. At best, such learners focus on mastering certain OCs that they believe will be needed in their future professional activities. However, gaps in knowledge in other subjects grow, significantly contributing to the loss of interest in studying.

4. *Lack of understanding of reality and a sense of responsibility in the process of learning.* Higher education learners who have just embarked on the path of studying at HMEI have not yet reached their emotional maturity, meaning they do not fully understand how a lack of stable knowledge and skills can affect their level of performance in future professional activities. In other words, a future officer-leader has not yet felt the reality of performing functional duties during the operational-combat activities of his or her unit and does not foresee the responsibility and consequences that may arise from making unfounded decisions. Lack of understanding of reality and a sense of responsibility can lead to a learner's flippant attitude toward the qualitative mastery of educational material. Consequently, cases occur when graduates turn to teachers for assistance in professional activities. These occurrences indicate that cadets, during the performance of functional duties, realize the high responsibility as officers, realize the consequences of any gaps in knowledge or skills and try to make up for them in this way. Indeed, under these circumstances, knowledge and skills are acquired through trial and error and accumulate with experience.

5. *Having a life goal, for the realization of which higher education is chosen, is not necessarily a means to achieve this goal.* Such cadets usually enter HMEI under the influence of external circumstances. Such external circumstances could include studying under parental pressure, a failed admission to the desired educational institution (but the diploma is still needed), or other personal (sometimes beyond the individual's control) life circumstances. Working with such applicants is the most challenging, because

they lack motivation for studying already at the stage of admission to the HMEI.

Therefore, the majority of those who have low academic performance due to low motivation tend to believe that having a higher education diploma is important, but this fact does not necessarily indicate professionalism. Such applicants do not believe that quality education guarantees their future success in life.

To find motivation for studying at a HMEI, each applicant must firstly answer a number of questions, in particular: does he or she need a higher military education? Why does he or she need a higher military education? Will the diploma of a military specialist ensure his or her financial success in later life? Does higher education guarantee him or her general acceptance and respect in society?

Taking into account the identified reasons for low motivation and the authors' own experience of scientific and pedagogical activity, it is possible to classify the motivation levels of the cadets of HMEI from the standpoint of the degree of meeting the needs in learning.

1. *High level.* A cadet has aptitude for learning; considers the availability of higher education to be an integral part of an individual's personality; willingly masters educational material; is convinced that the solid theoretical knowledge and practical skills acquired in a HMEI will directly affect the high level of task performance in future professional activities; is aware of the responsibility for his or her actions during the performance of the officer's functional duties in the future.

2. *Average level.* A cadet has aptitude for learning; the presence of higher education is considered an integral part of an individual's personality; masters the educational material at a level sufficient for performing tasks in future professional activities. However, he or she is not entirely confident that quality education is the basis of professional and life success. Such cadets do not have a clear understanding of the relationship between high task performance in future professional activities and the high quality of academic knowledge, and only hypothetically imagine the degree of responsibility for their professional actions in the future.

3. *Low level.* A cadet has some aptitude for learning, but does not show proper interest in learning because he or she believes that academic theory is not the basis for an officer's professional knowledge. He or she believes that knowledge and skills are acquired mainly through trial and error in practical activities. A cadet prefers to satisfy personal moral and material needs, so he or she

studies at a HMEI only for the sake of obtaining a higher education diploma.

4. *Zero level.* An applicant lacks motivation for successful learning due to a loss of faith in the necessity of the chosen higher education for him or her personally or a loss of interest in studies due to a very low ability to learn educational material compared to one's peers. However, such cadets study at an HMEI under the influence of external factors (for example, parental pressure) at a level that at least prevents them from being expelled. They do not see the need for the chosen higher education to achieve financial and social success and study at a HMEI only for the sake of obtaining a higher education diploma.

The basis of high level includes such personal qualities of a cadet as aptitude for learning; confidence in the necessity of higher education as an integral part of an individual's personality; internal desire to master educational material, conviction that solid theoretical knowledge and practical skills acquired in a military educational institution will directly affect the high level of tasks performance in an officer's future professional activities; psychological maturity, manifested in the awareness of responsibility for one's actions during the performance of an officer's functional duties in the future; personal priorities as for admission to the very chosen military educational institution. All lower levels are formed depending on the presence or absence of the characteristics mentioned above.

It must be admitted that low motivation and insufficiently developed abilities to study in higher education are not always directly dependent. Work with cadets in the process of teaching subjects showed that a highly motivated learner, without special learning abilities, but with a great desire to learn and master the educational material, can achieve significant success in learning, and, conversely, a learner who has good abilities and quite significant potential, but lack of motivation might not show high results.

It should be noted that the reasons for the low motivation of students to study may lie not only in those aspects related to internal needs, but also external circumstances directly related to the individual who studies. There are also a number of reasons related to the individual teaching and pedagogical and methodological approaches to teaching. Teachers should remember that according to the classification given above, they teach learners of different motivational levels, each of whom has

different learning abilities, their own pace and opportunities to absorb information. Therefore, following the same teaching method for everyone is not always effective, and sometimes even complicates the process of mastering the educational material for those who already have a low or zero level of motivation.

Conclusion

Identifying the reasons for the lack of motivation to learn among cadets in higher military educational institutions is an important step towards increasing motivation to acquire new knowledge. Knowing the reasons for low motivation shows what needs to be focused on when working with unsuccessful cadets. Therefore, it is necessary to find methods to eliminate the identified reasons by creating such educational conditions and applying such methods of teaching and working with individuals that will enable the transition of a learner from zero or low level of motivation to higher motivational levels.

The search for such ways can be a direction for further research.

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КЛАСИФІКАЦІЯ РІВНІВ МОТИВАЦІЇ ДО НАВЧАННЯ КУРСАНТІВ ВИЩИХ ВІЙСЬКОВИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

Визначено причини зниження мотивації до навчання певної категорії курсантів вищих військових навчальних закладів. Запропоновано й обґрунтовано рівні мотивації до навчання для курсантів з урахуванням специфічних умов закладу вищої військової освіти.

Виокремлено п'ять причин низької мотивації курсантів до навчання. В основу кожної причини покладено класичну теорію мотивації, аналіз статистичних досліджень, проведених у різних закладах вищої освіти, та спостереження особистих пріоритетів і якостей курсанта, наявність у здобувача життєвої мети, рівень сформованості вхідних навчальних навичок та базових знань, причини вступу саме у вибраний освітній заклад.

Запропоновано визначити рівні мотивації здобувача: високий, середній, низький та нульовий. В основу вищого рівня ввійшли такі характеристики курсанта: наявність здібності до навчання, впевненості у необхідності вищої освіти; внутрішнє бажання опанувати навчальний матеріал; переконання, що набуті стійкі теоретичні знання та практичні вміння безпосередньо вплинуть на високий рівень виконання завдань у професійній діяльності офіцера; психологічна зрілість, яка проявляється в усвідомленні відповідальності за свої дії під час виконання функціональних обов'язків офіцера у майбутньому; особисті пріоритети вступу саме у вибраний військовий навчальний заклад. Усі нижчі рівні сформовані залежно від наявності або відсутності зазначених вище якостей.

Знання причин низької мотивації показує, на що треба звернути увагу під час роботи з неуспішними курсантами. У зв'язку з цим необхідно знайти методи усунення визначених причин шляхом створення таких освітніх умов і застосування таких методів навчання та роботи з особистістю, які дадуть змогу переводити здобувача з нульовим або низьким рівнем мотивації на вищі мотиваційні рівні.

Ключові слова: *низька мотивація до навчання, причини низької мотивації, рівні мотивації.*

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