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THE IMPACT OF MOTIVATION ON LEVEL ONE AND TWO STUDENTS' PERFORMANCE

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ABSTRACT.

This research is empirical and descriptive. It will be based on literature review, observation, questionnaire and provision of recommendations. The data, which will be used in the research, has been collected at levels one and two. As regards the observation, several colleagues are involved in this process and have been interviewed at the end of the academic year. This research will have two variables. These are dependent and independent. Since, the research topic “The impact of motivation on Level One and Two Students’ Performance” is related to the area of social science, these variables cannot be measured. In the experiment, the researchers are looking for the possible effect on the dependent variable that might be caused by changing the independent variable. Precisely, it is based on consideration of cause and effect relationships of factors, which contribute to the intrinsic and extrinsic motivation.

Keywords: Students’ performance; intrinsic; extrinsic; motivation

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Introduction and background

The loftier the building the deeper the foundation must be laid.

The Pre-Foundation Programme (CPFS) of Westminster International University in Tashkent (WIUT) is mainly intended for students who do not meet the Mathematics or English entry requirements for the WIUT Foundation Year. On this course students will obtain fundamental knowledge of the core subjects that they will be studying in more depth at foundation level. It allows students to receive one-to-one support from qualified teachers to ensure they are ready to start WIUT Foundation Year after completing the programme. The Programme gives the young minds a solid foundation for future studies by coaching the students not only for academic superiority but for multifaceted development in areas that are well beyond academic scope. Mentoring students with regards to anticipated behavioral traits that is appropriated for the contexts of the university is what tutors are striving for other than implanting knowledge on Mathematics and English on a day-to-day basis.

The Programme not only makes it possible, for future WIUT students, to obtain an academic edge over others in English and Mathematics but also prepares them for being fully integrated into social life and culture of WIUT. Numerous events, ranging from Students Union election to Talent Show, abundance of clubs of different thematic that together reflect and develop students' personalities eventually help to make the transition to be as smooth as it is well anticipated.

As CPFS team strives to offer exceptional development of students, various seminars, workshops, motivation sessions, competitions, cultural events etc. are organized periodically. Suffice it to say the CPFS team offers all that an excellent school can give and much more in the form of highly advanced academic courses and extra-curricular activities.

Literature review

Contemporary western education is primarily based on the principles of autonomous learning. Since, young adults are already mature enough to be responsible for their decisions in learning. As Knowles claims that students enter higher education more purposefully being greatly motivated (1975). Yet, there is still some evidence that students have less initiative to participate in various extracurricular activities, which are organized by university administration for their convenience and improvement. This tendency is especially spread in educational establishments. How may it influence autonomy? This article will consider different theories about motivation and autonomy. It will also discuss how various factors may affect those. The paper will recommend the measures, which may be used to encourage autonomy of students in higher education.

Learner autonomy is frequently misinterpreted as 'just studying alone' (Dixon, 2006). Though, The Columbia Electronic Encyclopedia suggests that autonomy has political roots meaning 'self rule of state'. Therefore, in education autonomy is referred to as an ability of students to make decisions including the capacity to define individual objectives (Little, 1991: p. 14; Holec, 1985: p. 180). Moreover, according to Volter, 1997 the role of the teacher is not ignored in learner autonomy, teacher interacts with students as a facilitator or in case of face-to-face tutorials the role is named as counselor. A correlation between autonomy and motivation is described by Deci and Ryan (1985: p. 35). They determine two types of motivation: intrinsic and extrinsic. Intrinsically motivated students are doing the task with a personal wish and interest as contrast to extrinsically motivated ones who complete the task due to external factors such as a reward or punishment. The researchers could logically presume that learner autonomy is entirely connected with intrinsic motivation as intrinsic motivation is the desire to take responsibility while learner autonomy is taking it. However, Deci and Ryan (1985: p. 355) claim that in education students do not usually have a sufficient wish to learn something which is necessary but not attractive to them. It is suggested that to develop intrinsic motivation at the earlier stages some extrinsic devices should be involved. Further several cases of how Westminster International University in Tashkent students from levels one and two were motivated to participate in the extracurricular activities will be considered.

Current study and analysis

Basics of English for Academic purposes module introduced various club activities, which were aimed at developing speaking, writing and reading skills. The age of level 1 students varies from 15 up to 21. However, the majority of students are at the age of 16 years old. All of them come from a different learning environment, where they were forced to study and perform better. In this case they were either punished or rewarded with marks at school. Yet, the university environment does not suggest any compulsion. It is necessary to admit that western system of education is entirely different from the one at schools. The transition from school to university environment is a long process and should be smooth. It is impossible to expect students to be fully autonomous without any prerequisites. Therefore, it was initially decided to make attendance at these clubs compulsory. Eventually, the attendance indicators were surprisingly high. Only a tiny minority of level 1 students, i.e. roughly 3% failed out of 100% to attempt several sessions owing to various circumstances. According to the questionnaire, which was distributed to level 1 students at end of 2013-2014 academic year it was obvious that they were in favor of all the activities and expressed their preference to participate in the same clubs at level 2. However, some of them suggested to be assessed for their participation and attendance in these club activities. For this reason, after revalidation 10% of an overall mark is allocated for participation and homework. As has been stated above a reward for students' participation is the indication of extrinsic motivation. Apparently, a year is not

enough for both teachers and level 1 students to develop autonomy because extrinsic motivation remains prevalent in students' ability to make decisions, which are related to study.

To study the difference in the impact of extrinsic and intrinsic motivation among the students of Basics of Quantities Skills we decided to observe a group of around 250 level 2 students, by analyzing their respond and participation in different types of tasks. In addition, their general behavioral trends were recorded in order to see if extrinsic motivation may positively affect their participation and attendance.

In particular, initially CPFS students were given home tasks for own practice, which, however, was not reflected in their performance record. This was in fact useful for intrinsically motivated students, who either got pleasure from solving math problems, or realized the usefulness of homework in their overall development. On the other hand, the ratio of students, who fully tried to do their best while doing their homework was relatively lower (around 40%), compared to the ratio of students submitting their homework tasks after the changes in assessment. Actually, the homework assigned to each topic was later included as an assessment component, where students got real marks that have an effect on their results for the academic year. Here, the interesting point is that after including homework to the assessment components, the ratio of students submitting their solutions rose dramatically to almost 100%. This case actually proves that intrinsic motivation hardly has the same effect for teenagers as the extrinsic one.

Another observation that provides the similar conclusions is the case with participation in math competition. Last year it was decided to organize a local championship among CPFS students. As the contest was held during the class the attendance rate was high, however, the attitude of many students showed low or zero interest in the outcome of the contest. Students rather asked many questions with regard to the upcoming exam, most willing to know if any of the contest problems are similar to those in the test. Therefore, it appears that younger students tend to value their marks higher than the actual understanding of the subject, which could have been measured by their results in the contest.

Apart from that, the case study was conducted with regard to the students' attendance. Since students tended to miss some classes during a semester and the university policy has been changed towards a stricter control of attendance it was as well reflected on CPFS. For the last couple of years, the drastic reduction of absence rates was observed, which can be associated with the new attendance record system. In case of consecutive absence of a particular student for 2 or more sessions his/her parents are immediately informed by the

registrar's office and students have to fill the special form with the explanation of their absence. In addition, students are informed in the beginning of the academic year that frequent absence may be punished strictly. The punishment in this case is the reduction of mark for participation during the class, and even a student may be dropped from the course if he/she misses more than 25% of the sessions. Such attitude towards absence and considering this as a form of misbehavior had a negative effect on the absence rate, which also demonstrates the effectiveness of extrinsic motivation, when students tend to do something in order to avoid the penalty.

Conclusions and Recommendations

The results of our observation are consistent with the outcomes of the literature review, thus in fact students tend to be more motivated by external factors, such as marks and the academic performance. Their behavior patterns show concerns of penalties and scores. This, however, does not mean that intrinsic motivation has no effect on students at all, but the extrinsic motivation would rather stimulate student's participation with a greater effect.

In other words, students are probably aware of the English language competency gaps they have if not on their own observation then getting acknowledged with teachers' feedback. The next best step is to solve the problem. The most difficult part is to make oneself to receive professional help. According to the observation while teaching, learners are mainly motivated extrinsically. For instance, a student submits a coursework only if it is one of the module components and following the chain the degree classification depends on the module overall mark. Students always need some stimuli to do the task whether it is the grade, the certificate or the dream job which is closely related to the education they receive. Thus, it is necessary to think of motivating students, though it seemed quite strange to encourage people to get any support.

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**ПОДГОТОВКА ПЕДАГОГОВ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ К ОРГАНИЗАЦИИ И
СОПРОВОЖДЕНИЮ ПРОФОРИЕНТАЦИОННЫХ ПРОЕКТОВ ДЕТЕЙ СТАРШЕГО
ДОШКОЛЬНОГО ВОЗРАСТА**

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АННОТАЦИЯ.

Основа профессиональной деятельности современного педагога дошкольного образования в полифункциональности: образовательная, воспитывающая, оздоровительная, профилактическая, досугово-творческая, диагностическая, корректирующая и др. функции педагога требуют постоянного обновления знаний, приращения профессиональных компетенций, посещения курсов повышения квалификации и профессиональной переподготовки. ФГБОУ ВО «Самарский государственный технический университет» реализует программу профессиональной переподготовки педагогов дошкольного образования, направленную на актуализацию современных образовательных технологий в дошкольном образовании, в частности, технологии проектной деятельности. Представленная в статье логика педагогического сопровождения проектной деятельности воспитанников ориентирована на специфику профориентационных проектов детей старшего дошкольного возраста.

ABSTRACT.

The basis of professional activities of a modern preschool teacher in multifunctionality: educational, attitude developing, recreational, preventive, leisure-creative, diagnostic, correcting and other functions of a teacher require constant knowledge updates, professional competences increase, refresher trainings attendance and professional retraining. Samara State Technical University is carrying out a program of professional retraining of preschool teachers targeting towards the foregrounding of modern education technologies in preschool education, in particular technologies of project activities. The logics of pedagogical guiding of pupils in project activities presented in the article is focused on the specific nature of workplace learning projects for highschool students.

Ключевые слова: программа профессиональной переподготовки педагогов дошкольного образования, педагог системы дошкольного образования, технология проектного обучения в дошкольном образовании, ранняя профессиональная ориентация, профориентационный проект.

Key words: program of professional retraining of preschool teachers, a preschool education teacher, technologies of project-based learning in preschool education, early workplace learning, career-guiding project.

В условиях быстроразвивающегося общества растет востребованность в инициативном, компетентном, гибком, многопрофильном специалисте, способном соответствовать возможностям настоящего времени. Современное, качественно-обновленное образование диктует конкретные требования к педагогическим работникам всех уровней образования: самостоятельность, ответственность, устойчивый интерес к стабильной трудовой деятельности, потребность в труде, способность легко адаптироваться в постоянно меняющихся условиях социальной среды.

Педагог системы дошкольного образования – особый специалист. Основа профессиональной деятельности педагога дошкольного образования заложена в её полифункциональности: образовательная, воспитывающая, оздоровительная, профилактическая, досугово-творческая, диагностическая, корректирующая и др. функции современной дошкольной образовательной организации интегрированы в ежедневный труд воспитателя, методиста, музыкального руководителя, инструктора по физической культуре и других специалистов современного детского сада. Длительное нахождение воспитанников в стенах дошкольной образовательной организации, тесное общение с детьми при

организации образовательных занятий, прогулок, приемов пищи, подготовки ко сну и пр. с одной стороны, требуют от педагога высокой организованности, реализации не только высокопрофессиональных, но и лучших личностных качеств; с другой стороны, дают возможность педагогу реализовать свои профессиональные амбиции в удовлетворении потребностей маленьких детей в новом, интересном для них знании, используя перечисленные специфические условия труда.

Институт дополнительного образования федерального государственного бюджетного образовательного учреждения «Самарский государственный технический университет» реализует программу профессиональной переподготовки «Педагогика и психология дошкольного образования» (262 часа) с 2018 года. За прошедший период программу освоили более 120 педагогов Самарского региона. Содержание программы осваивают педагоги, имеющие непрофильное педагогическое образование и работающие в детских садах Самарской области. Кроме изучения традиционных вопросов дошкольного образования, методик формирования различных интеллектуальных новообразований дошкольника, в программе особое внимание уделено изучению современных педагогических