

# Formation of students' motivation for learning in the multicultural educational environment of the university through student-centered technologies

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**Abstract.** The article is devoted to the problem of multicultural education at the university, considering the personality-oriented approach to teaching. Here are the results of the implementation of the program aimed at increasing the educational motivation of students. The program and research are being implemented in the pedagogical areas of training full-time students of the Kaluga State University named after K.E. Tsiolkovsky. The discipline "Pedagogy" and its modules have, according to the authors, ample opportunities for the implementation of the idea of multicultural education in a higher educational institution, taking into account personality-oriented technologies and taking into account the multinational student environment of the university. The authors propose to strengthen the multicultural aspect of the content of the discipline under consideration by introducing changes into the program that will significantly increase the motivation of students to learn. The implementation of this approach is to develop the content of the discipline "Pedagogy" considering the multicultural student environment of the university.

## 1 A problem statement

The events taking place in the world and their high pace, as well as the growing world globalization, lead to the fact that the involvement of the Russian community in global processes is increasing. It also leads to a growing need for highly qualified personnel.

The problem of professional self-determination and self-development of a student of a pedagogical university is actualized by the statement of the contradictory situation in the staffing of the modern education system, which testifies to the insufficient qualifications of teachers and their weak motivation for professional self-improvement. Higher vocational education by one third (and in a number of sectors by two thirds) does not meet the

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demands of the labor market. Upon completion of training outside their specialty, according to Ross et al., 31.3% of graduates of pedagogical universities find jobs [1].

Also, among the priority psychological and pedagogical problems of education is the problem of educational motivation of students.

There are many works devoted to various aspects of this problem (Yu.V. Babansky, E.P. Ilyin, N.V. Kuzmina, S.L. Rubinstein, A.N. Leontiev, V.D. Shadrikov, P.Ya. Halperin and others) [2]. The effectiveness of training, including training in a higher educational institution, largely depends on the motivation, on the personal meaning that students have. The teacher encourages students to show internal activity, motivating educational activities, while the student, in the process of studying at the university, accepts the goals and objectives of training as personal, which contributes to laying the foundations of the professional competence of future teachers, which include not only theoretical, but also practical training. The competence of a specialist is an indicator of a person's maturity (social and professional), as well as an indicator of the level of his professional skill that he has achieved. Accordingly, the training of a specialist will provide quality training, which is focused on the development of personal qualities, that is, student-centered learning.

An increasing number of young people every year come to enroll in Russian educational institutions. These students bring with them not only their culture, but also their own orders, attitudes, views of the world, religious beliefs, which, at times, fundamentally contradict Russian ones, therefore, the task of studying the features of teaching and educating students in a multicultural educational environment becomes especially urgent. The situation is aggravated by the fact that students of pedagogical directions are future teachers who, after training, will come to schools.

### **1.1 The objective of the work**

The purpose of the study is to increase the educational motivation of students in the multicultural educational environment of the university through the use of personality-oriented technologies.

Analyzing the data of modern pedagogical science, one can come to the conclusion that a lot of material has been accumulated in the field of motivation of students of different age groups in the light of personality-oriented technologies (B.G. Ananiev, L.I. Bozhovich, V.A. Bondarevskaya, L.S. Vygotsky, G. Murray, I.S. Yakimanskaya and others).

In the presence of a multitude of studies on the formation of motives for learning, clearly not enough attention is paid to the study of the interdependence of personality-oriented technologies and the formation of motivation for students' learning activities in a multicultural environment.

Personally-oriented learning presupposes the emergence of the need to use dialogue in education, individualization and creative orientation of the learning process [2].

A.V. Petrovsky points out that personality-oriented technologies are based on a number of principles: variability, synthesis of intelligence, affect and action, as well as priority start. Variability, according to the author, involves the use of a variety of learning models, taking into account the individuality of students, the use of their experience. Synthesis is a technology that involves students in the learning process, interaction and emotional exploration of the surrounding reality. The start is characterized by the involvement of students in their preferred activities.

Also V.V. Kraevsky notes the following principles:

1. The principle of personal goal-setting (assumes that personal goals are taken into account in the educational process).
2. The principle of choosing an individual educational trajectory (assumes that the content of education corresponds to personal needs).

3. The principle of the metasubject foundations of the educational process (teaching taking into account the choice of students' methods of cognition).

4. The principle of learning productivity (implementation of internal and external guidelines for learning activities).

5. The principle of the primacy of the student's educational products (productivity, which is achieved through the assimilation of educational standards and their comparison with the level of the existing level of knowledge).

6. The principle of situational learning (organization of creative activity through the educational situation).

7. The principle of educational reflection (highlighting the semantic features of the activity) [3].

The considered principles represent the basis for the organization of student-centered learning at different stages of learning. In the course of implementing these principles, it is worth taking into account the specific conditions, content, technologies, forms and methods of organizing educational activities in the multicultural educational environment of the university. Therefore, the teacher needs to know the peculiarities of the multicultural educational space and each individual student's personality.

## 2 Results of the research

Material and research methods - theoretical analysis and systematization of psychological and pedagogical research in the field of motivating students in a multicultural educational environment through personality-oriented technologies; generalization, synthesis and systematization of pedagogical experience, methods of empirical research (observation, polls, questionnaires, testing).

In the formation of motivation for the development of academic disciplines among students of the multicultural educational environment of the university, within the framework of student-centered learning, the main goal is to create the maximum conditions for the full development of the following abilities and skills:

- the ability to dialogue between cultures;
- the ability to look at oneself from the outside, assess one's own social status and position in society;
- implementation of the directed formation of professionally significant qualities of students through the awareness of their value and the inclusion of mechanisms of emotional-volitional regulation;
- inclusion of students in reflective and evaluative activities and contemplation in situations of professional and moral choice and awareness of professional duty;
- actualization of professionally significant values in professional and pedagogical activities, through which the process of interiorization of professionally significant qualities occurs;
- creation of value-semantic educational situations, focusing the attention of students on professionally significant values and qualities of the future teacher;
- implementation of interdisciplinary connections through the actualization of professionally significant values in the process of studying philosophical and psychological-pedagogical disciplines and the development of emotional and volitional qualities;
- creation of an emotionally rich value-orientational space of interaction between the subjects of the educational process, contributing to the development of the emotional sphere of students [4].

If we analyze modern studies that are devoted to educational practice, then we can draw attention to the fact that more and more works appear that reflect the issues of intercultural

interaction in the educational process. This is evidenced by the defended Ph.D. theses of recent years: Semenova L.A. Formation of the Russian national identity of students in the conditions of the multicultural educational space of the university (Tyumen, 2017) [5], Oskolova T.L. Formation of the national identity of students in a multicultural society (Tyumen, 2017) [6], Kats A.S. Formation of interethnic tolerance of students in the multicultural environment of the university (Kazan, 2018) [7], Erdnieva E.V. Formation of the communicative competence of bachelors of the humanitarian profile in a multicultural environment (Makhachkala, 2018) [8] and others.

The priority of multicultural education is reflected in the Federal Law "On Education in the Russian Federation" (2012) [9], in the Concept of Spiritual and Moral Development and Upbringing of the Personality of a Citizen of Russia (2009) and the draft Concept of Multicultural Education in Russia (2010) [10].

The peculiarities of the reflection of the factor of multiculturalism in the strategy of education development and the principles of modern educational policy have become the subject of research of domestic teachers (B.L. Wolfson, B.S. Gershunsky, V.M. Zhurakovsky, A.S. Zapesotsky, N.D. Nikandrov, V.D. Shadrikov and others) The problem of the formation and development of students in a multicultural educational environment is reflected in the works of A.G. Asmolova, V.P. Borisenkova, A.Ya. Danilyuk, A.N. Dzhurinsky and others [11].

The problem of the formation and development of students in a multicultural educational environment is reflected in the international forum on teacher education, where the participants emphasize that misunderstanding, low awareness of the cultural identity of the peoples of the world and the lack of mechanisms for a peaceful way out of conflict situations lead to an increase in conflicts in the youth environment. This has a negative effect not only on relationships within youth groups, but also on the quality of educational activities [12].

As rightly noted by L.V. Kolobova, modern education should be aimed at the formation of a person of culture, capable of working with the ideas of different cultures [13].

It is also worth noting the fact that with the advent of the information era, we all have to change the usual approaches to learning. Information technologies are actively used today. Also, work in classrooms is practically carried out with the help of interactive whiteboards and the use of multimedia technology. This leads to increased interest among students in the educational process. As the pedagogical practice testifies, in order to increase the level of student's motivation for learning, it is necessary to use a point-rating system.

The program for optimizing the development of the motivational sphere of the individual, which is based on student-centered learning in the multicultural educational environment of the university, can be an effective way to achieve the harmonization of professional individuality.

The program for optimizing the development of the motivational sphere of the personality of students in a multicultural educational environment consists of three blocks: informational, diagnostic and developmental (see table 1).

The developed program does not require the organization of additional special classes in the form of a classical formative experiment. We offer modeling of the motivational sphere of the personality and, on its basis, the construction of an individual route for the development of personality, the development of professional and moral qualities of students. The program is implemented through the content in the study of the discipline "Pedagogy" and its modules: "Introduction to pedagogical activity", "General pedagogy", "Didactics (teaching theory)", "Theory of education", etc. The modules include topics such as " Folk traditions, family holidays", "Pedagogical heritage on the problem of multicultural education of children", "Dialogue of cultures as a way to humanize the pedagogical

process", "Pedagogical system of multicultural education", "Technologies for the implementation of a culturological approach.

**Table 1.** Program for optimizing the development of the motivational sphere of students' personality.

Information block	Diagnostic	Developing
The essence of basic concepts (values, value orientations, value-semantic sphere, worldview, picture of the world, actualization, the essential characteristics of a multicultural educational environment, conditions for its successful creation are highlighted.	Psychodiagnostics tools (psychodiagnostics techniques) to identify the individual characteristics of the motivational sphere of the personality of each student, taking into account the multicultural educational environment: - questionnaire "Questionnaire for students" I "in the system of student-centered learning in a multicultural educational space"; - test questionnaire for measuring achievement motivation A. Mehrabian [14]; - methodology "Studying the motives of students' educational activities" (A.A. Rean, V.A. Yakunin) [15].	Awareness of multicultural identity and the ability to build a strategy of behavior and activity, relying on the strengths of their own motivational sphere. The pedagogical potential of the multicultural educational environment has been realized.

The selection of material and the learning process in a multicultural educational environment should also take into account the principle of the dialogue of cultures, formulated by M.M. Bakhtin and V.S. Bibler [16]. In their opinion, this principle presupposes the study of the country's culture through the prism of world culture, rethinking one's own culture, which creates the preconditions for the formation of professional and moral qualities of students.

The key idea of using the principle of the dialogue of cultures is the inclusion in the learning situation of a dialogue that encourages the student to seek knowledge. The methodology for using this principle provides for:

- diagnostics of participants in communication on the issue of readiness for communication;
- search for questions and problems that are most interesting for the participants in the pedagogical process;
- modeling of various ways of interaction, etc.

An obligatory element of the program is the inclusion in it of information about the culture of the countries of the students studying in each group, depending on the national composition of this group.

### 3 Conclusions

As a result of the formative stage of the experiment, students' motivation, needs for self-expression and social needs became more pronounced, there was a belief in their own strengths and purposefulness, a need for self-realization. After the work, most of the students noted that they began to take a more responsible attitude to learning, to their own life and professional choices, to self-development and self-improvement, to the search for internal resources to transform their own individual psychological indicators. According to the results of the results of the control stage of the experiment, significant changes were recorded in the level of development of motivation of students of the experimental group in comparison with the results of the ascertaining stage of the experiment (in the structure of motivation, cognitive motives - 78.0% in the general structure of motivation, while at the ascertaining stage their share occupied only 42.0%, there was also an increase in the share

of cognitive motives - 2.0%). Also, the number of students who choose the social motive of achievement as the main motive for learning has significantly decreased, so if, according to the results of the stating stage of the experiment, there were 8.0% of such students, then after the formative stage the number of students with a social motive of achievement was 36.0% (decrease by 52,%).

When substantiating the criteria and indicators of the effectiveness of training in the multicultural environment of the university, the conditions and pedagogical potential of the multicultural educational environment of the university were taken into account. The basic indicators of development were: value-motivational component, cognitive, evaluative-reflexive.

The conditions for the successful creation of a multicultural educational environment of a university should be:

- mutual respect and trust, which is manifested in the authority of teachers and willingness to come to help students;
- cooperation between students and the teacher;
- a unified understanding of the values of culture, educational environment.

It is also necessary to note the pedagogical potential of the multicultural educational environment of the university, which consists of:

- in ethnocultural education (there is an acquaintance with the culture of other peoples, in addition to acquaintance with their own, which allows us to talk about the formation of the cognitive component, as an indicator of the effectiveness of training in the multicultural environment of the university);
- in ethnocultural self-preservation (a positive attitude towards representatives of different cultures, the development of a personal attitude towards manifestations of a different culture);
- in social adaptation (training in a multinational society);
- in the formation and development of professional and moral qualities of teachers (through the awareness of their value and the inclusion of mechanisms of emotional and volitional regulation) [17].

In the process of implementing the program, we introduced students to different technologies and worked out new knowledge through exercises. Time management is one of the topical issues of our time. Effective organization of your own time involves a clear awareness of your values, setting priority goals in accordance with them, drawing up a real plan for achieving them and consistently implementing step-by-step tasks to implement the plan for achieving goals. For a student, it is quite important and at the same time useful to master some of these technologies, to try to develop the desired qualities in oneself, so that later in their future professional activities, they will successfully apply technologies that have been tested on themselves.

Thus, it can be argued that the proposed program, based on personally-oriented learning technologies, had a positive impact on the results of the development of educational motivation and personal growth of students in the multicultural educational environment of the university.

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