

Evaluation Component in the Development of Learning Motivation

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Abstract

This paper considers learning motivation of students in assessment of learning achievements. We observed difficulties of obtaining an objective assessment in schools and possible ways of overcoming them. A solution to this problem can be presented in the form of organizational and methodological support to teachers by external professional centers for the evaluation of education quality, providing an independent and reliable assessment of learning achievements. External testing and subsequent questionnaires data may serve as an indicator of increasing learning motivation of students due to their confidence in the assessment results.

Keywords: Learning Achievements; Results; Motivation; Assessment; Teacher Support; Test

Topicality

Currently, intensive changes in all spheres of public life, special attention is paid to the field of education, as an institution for preparing young people for activities and ensuring the rapid growth of new technologies. Now the success of an individual is determined not only by the totality of acquired knowledge. Of course, without them it is impossible to be successful. But this is not enough today. Knowledge can remain unclaimed and unrealizable without such personality traits as competence and motivation. In particular, it is learning motivation, activity motivation and success achievement motivation. A number of conditions are necessary for training for example high-quality educational programs, qualified teachers, a comfortable learning environment, etc. But this may not be enough if there is no motivation, directing and supporting the efforts of students in educational activities.

Introduction

A lot of scientific works of domestic and foreign scientists and practitioners are devoted to learning motivation, among them Adams (1963), Anastazi (2001), Bozhovich (1972), Karpov (1999), Korosteleva (2005), Leontiev (1979), Mandel (2016), Allport (2002), Porter (1968), Shou (1981), Hekhausen (1986), Shadrikov (1996), Poisons (2005), etc. The concept of "achievement motive" was first introduced by Murray (1930) [1]. Later, McClelland (2007) showed that the result is the need for achieve success and attain goals, self-expression and self-affirmation of the individual [2]. Motivation in a general psychological context determines many psychologically diverse factors that determine human behavior and activity. At the same time, positive emotions from awareness of the achieved success create the motivation to achieve more. Motives can be internal and external. Internal motives include: curiosity, the desire to raise a cultural or professional level, cognitive interest, etc. Cognitive interest is one of the most powerful factors; its development goes through three stages: situational in the conditions of novelty, resistant to a certain content, and inclusion of vital interests in the system. External motives include encouragement, punishment, demand, the need for new information, etc.

Years earlier, Markova (1990) notes that motives develop in stages: from updating existing motives, through setting new goals and reinforcing the motive when realizing goals, to the emergence of new motives on this basis [3]. In this case, the subordination of different motives and the construction of their hierarchy, and due to emergence, the emergence of new qualities in a number of motives (independence, stability, determination, etc.). Ananyev (1960) identifies several functions of motivation: orienting, influencing the intellectual sphere of personality; stimulating with a stimulating effect of the assessment on the affective-volitional sphere of the personality through the experience of success or failure and educational, associated with the impact of the assessment on self-esteem and educational motivation [4, p. 256]. The American psychologist Bruner (1973) highlighted curiosity, the desire to accumulate experience, skill and ability [5]. Based on an analysis of an individual's behavior, Skinner (1987) formulated his theory of learning, proving that environmental influences determine behavior, and, consequently, motive, directly due to reinforcement from the external environment [6]. In this context, the assessment of learning outcomes plays an important role as one of the types of external reinforcement, which is a part and a unique source of training, as well as a feedback method for the student, an important incentive to achieve the goal. Thus, if we talk about motivation, it should be noted that it is a complex, multifaceted and latent parameter of personality traits. Therefore, for its development, many different approaches are required that consider these or those sides and features of influence.

In this paper, of all the possible effects on motivation in the educational process, we single out the aspect of motivation associated with assessment, and we will consider the evaluative component of influence as one of the criteria for the effectiveness of students' learning activities. The systematic and reliable assessment of achievements provides latent processes of change and creates the conditions for self-esteem and self-correction, the emergence of value-semantic attitude to the knowledge gained. Knowledge of objective learning outcomes is a prerequisite for self-assessment of opportunities, increasing motivation and further development of students. Biggs (2003) believes that a well-designed educational process assumes that the methods of teaching, learning and assessment should be coordinated so as to provide students with support in mastering the educational program [7].

However, in practice, not every assessment process induces positive motivation, distrust in the assessment generates negative emotions and reduces the need for learning activities. The traditional assessment, which dominates at all levels of the educational system, being, of course, an important and necessary component of the educational process, has a number of disadvantages due to the subjectivity of expert judgments, the lack of analysis and interpretation of individual results, their reflection, without which it is difficult to form a sustainable motivation for productive learning and the desire to make efforts to achieve better results [8].

Objective of the Study

The aim of this research paper is to identify the impact of external independent evaluation of achievements on motivation of learning activities of students.

Method

Recently, the basis for the formation of ratings and monitoring has become the educational statistics of various federal projects for assessing academic achievement. These assessments are carried out centrally "from above" by orders of educational authorities. They, as a rule, provide integral information about the achievements of educational organizations in different subject areas. In most cases, generalized statistics are used to identify the weaknesses and strengths of educational systems for making administrative decisions. However, these results are not suitable for the formation of school monitoring of individual achievements of students, operational adjustment of the educational process, management of the current educational activities of students. At the same time, such assessment procedures pose the problem for teachers to prepare students not only for mastering the content of subject areas, but also for their readiness for standardized assessment measures technologies. Therefore, in school practice, there was a need for the independent assessment of individual achievements of students at various stages of education, since the improvement of the quality of any activity in management theory, including educational theory, is ensured by the creation of reliable feedback due to the objectivity of control and the reliability of assessment results.

The current contradiction between the developing system of state certification of graduates and the predominant use of traditional methods of control in educational practice raises one of the urgent problems of modern pedagogy, due to the need for scientific justification for the use of innovative methods in this area. Identifying latent characteristics of students is a rather difficult task, the solution of which requires special training for developers of pedagogical assessment tools and the availability of software and tools for processing materials. This includes ensuring validity (compliance with the set goals of training and evaluation), reliability (using standards, indicators and achievement criteria), fairness (equal opportunities), developing character (areas for improving results), timeliness (providing quick feedback) and efficiency (saving time learner and teacher). The development of such tools requires a certain qualification, is time-consuming and expensive, and therefore inaccessible to educational organizations.

Over the last decade, a number of professional centres for the evaluation of educational achievements, which serve the interests of teachers and students, have appeared in Russia. They create conditions for reliable assessment by means of evidence-based development of assessment tools, strict implementation of assessment procedures and automated processing of assessment materials providing prompt and detailed analysis of the results. Our experience gained over many years of the work of an independent center for assessing the quality of education, observation, interaction with students, teachers and parents allows us to draw conclusions in this article about the impact of an objective independent assessment on the motivation of students learning activities.

Results

In one of these independent centers we conducted an external assessment of level of knowledge in social sciences among 10th grade students (34 students) in a rural school by means of the standardized testing.

We were interested in what effect the results of such testing had on the learning motivation of students. Therefore, after the issuance of test results and their analysis a survey on a wide range of issues was conducted among schoolchildren, teachers and parents. 34 students, 17 teachers and 34 parents took part in the survey.

The analysis of data has shown that the assessment tools used there complied with the stage of learning process and properly differentiated test subjects by their level of training. Test results on a five-point scale: 3% - excellent, 56% - good, 35% - satisfactory, 6% - unsatisfactory. In this way 94% of the students passed the test successfully. The probability range of performing the test tasks ranged from 0.992 for the easiest to 0.026 for the most difficult. The central tendency of students' preparedness and task complexity has shown high matching rates. The reliability coefficient obtained on the basis of the average value of the correlation coefficient is 0.75.

During the survey the majority of pupils noted the increase of learning motivation after participation in external testing (Figure 1).

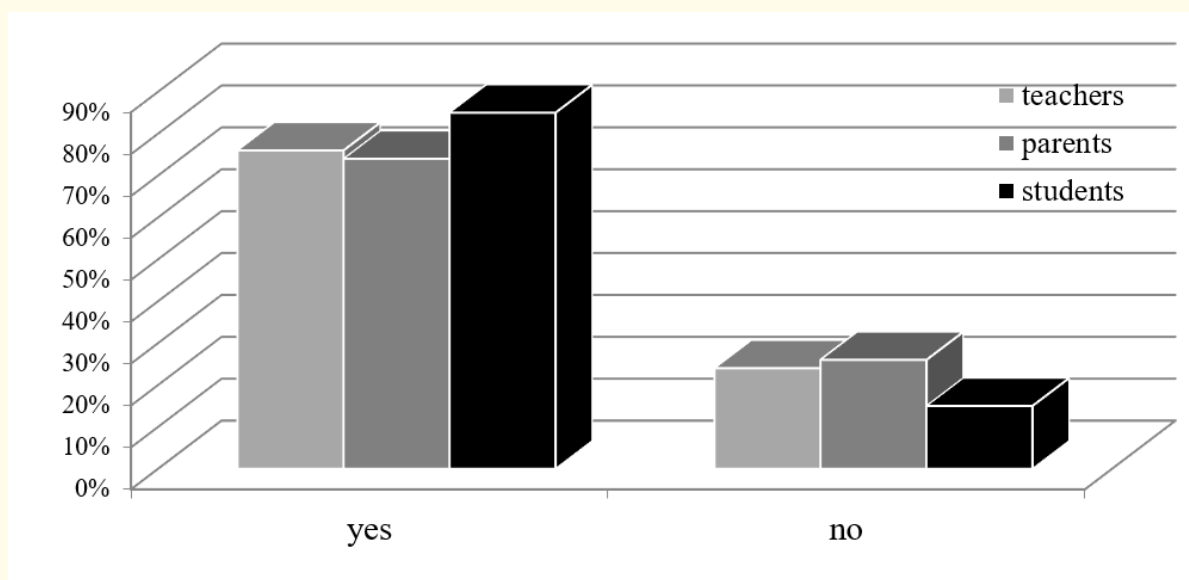


Figure 1: The assessment of the test results impact on learning motivation.

In their opinion the increase in interest in a subject is primarily due to their confidence in the assessment, as well as due to the prompt receipt of information about their achievements and the possibility of comparing them with statistical norms and the results of other participants in a uniform row.

Thus, the motivational aspect is assessed as the result of trust in learning, obtaining objective information and obtaining results of comparing the results with implicit external criteria in the form of statistical norms and the results of other participants in the assessment process [9].

The fact of increasing educational motivation is also noted by teachers and parents. To teachers, this type of assessment, freeing up time, gave detailed information for the class as a whole and for each student in a wide range of controlled content, and therefore provided the opportunity to pay more attention to the analysis of the results together with the students, which strengthened everyone's personal responsibility for the result of the training. The impact on teachers is also manifested in the improvement of their qualimetric culture, the revision of the role of control in training, the development of objective criteria for evaluating their own activities, the need to improve teaching technologies.

Discussion

The data obtained show that in the process of the test results analysis value-semantic attitude to learning changes on a personal level. Participation in standardized testing contributes to the acquisition of experience in working with tests, confidence in the possibility of performing a larger number of tasks with the correct allocation of time and the correct strategy of performing the tasks. It should be noted that in this case both students and teachers received and analyzed quantitative information of the same attribute for the whole sample of test subjects. However, according to Daniel Pink (2009), external factors such as grades, standardized tests, and financial rewards are just temporary incentives that cannot provide a solid foundation for quality learning and a successful career [10]. Of course, we can agree with this, because in general there are no factors that would give a long motivation in the educational process, students need constant nourishment. At the same time, it is important to change the forms and methods of such replenishment in order to maintain their interest. This requires creating an environment that will provide the conditions for the development of sustainable internal motivation.

Note that the deep meaning of objective control does not lie in one-time procedures, but in creating an integrated system of training, development, self-monitoring, monitoring, analysis and interpretation of results to assess the quality of education and improve educational activities. Operational diagnostics of mastering the content of academic disciplines according to the results protocols with dichotomous matrices in primary points (the number of completed tasks) allows the teacher to quickly analyze the achievements of students, and each participant to identify and analyze their achievements and mistakes, to determine for themselves the ways, methods and intensity of self-training, based on individual value-semantic attitudes and long-term plans. The practice of systematic external testing shows that the significance of control is gradually being revised and its learning function is being strengthened: developing skills in filling out standardized response forms for test tasks; familiarity with the structure, content and difficulty level of control measuring materials in various subjects; familiarization with modern control technologies; providing conditions for self-control and self-training. Sustainable skills of working with tasks of various forms in the conditions of a fixed time and in the absence of a subject teacher are formed in schoolchildren with systematic participation in independent testing. There is a psychological readiness of students to perform the maximum possible number of tasks and the desire to improve the result. General educational competencies are formed to most universally apply the knowledge and skills gained not only in this subject area, but also interdisciplinary knowledge, intuition, etc. This is noted by both teachers and parents, which in fact determines their appeal to an external independent assessment.

Another concomitant positive point is that the psychological situation is changing in the educational organization: the degree of administration is decreasing, and the causes of conflict with dissatisfaction with the mark, characteristic of traditional surveys and exams, are excluded between various subjects of the educational process.

Conclusion

Thus, the reliable assessment procedure itself represents a developing and motivating component; it can be considered as an educational technology which should take its place in the learning process as complementary to traditional forms without replacing or excluding them. A number of principles for the organization and conduct of such monitoring should be taken into account: frequency of assessment and its significance; compliance with the sequence and continuity of controlled elements of content; multistaging - assessment - self-assessment, addressing the shortcomings. Standardization of assessment materials and the unity of assessment for all test subjects provide necessary conditions for comparability of data and availability of information for analysis and discussion.

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