



EXPLORING INTERNATIONAL STUDENTS' MOTIVATION FOR LEARNING DURING THEIR UNIVERSITY STUDIES

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ABSTRACT

This article examines students' attitudes towards their future profession, which is a key factor in achieving the ultimate learning goals. **The aim** is to explore students' motivation which influences the formation of their personal and professional orientation. The work uses the **methodology** "Motivation for university study" proposed by T. Ilinoi, including three scales: "Acquisition of knowledge"; "Mastering a profession"; "Receiving a diploma". The prevalence of motives in the first two scales indicates adequate choice of profession by the student and satisfaction with it. This paper offers **the results** of a study on the motivation of international first and second year medical students studying in English. **The conclusions** show that the motives in the first two scales ("Acquisition of knowledge" and "Mastering a profession") are predominant in these students, which indicates adequate choice of the profession "medical doctor" by the students.

Key words: specialized training, focus of motivation, motives, motivation, learning motivation

INTRODUCTION

In psychological science, the problem of learning motivation is quite topical, as it plays very important role in career growth. Motivation presents an internal energy involving human activity in life and also at work. It is founded on motives, which are understood as specific incentives that compel an individual to perform actions. What is more specific about student motivation is that it is the methods, means and processes that encourage them to participate in cognitive activity and actively master the learning content. Motives might be a combination of ideals, emotions and interests and needs, aspirations and attitudes. Consequently motives are complex dynamic systems in which choice and decision-making, analysis and evaluation of choices take place (1). Motivating students is successful way to improve the learning process. Typically the motives are the impulse of the process of learning and learning the teaching material.

Motivation to learn is a more complex and ambiguous process of changing a person's attitude, both to a separate subject of study and to the whole educational process. Motivation is the impulsion in human behavior and activity, including in the process of forming a future profession. And besides the question of the incentives and motives of students' educational and professional activity is especially significant.

Motives are one of the mobile systems that can be affected. Even if the choice of the student's future profession is not made completely independently and insufficiently consciously, then through the determined formation of a stable system of motives for activity, the future specialist might be helped in professional adaptation and professional development. The in-depth study of the motives for choosing a future profession will allow to adjust the motivations for learning and influence the professional progress of students. The effectiveness of the learning process is directly linked to how high the motivation is and how high the incentive is to master the relevant profession. The educational process is classified as a complex activity, there are many

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motivations for learning, and they can not only manifest themselves separately in each person, but also merge into one, forming a complex motivational system.

Changes occurring in various spheres of human activity place more and more new demands on the organization and quality of professional education. The new graduate of a higher education institution must not only possess special knowledge, skills and abilities, but also feel the need for achievements and successes; to know that he will be in demand in the labor market. Therefore, students should be nurtured to be interested in the accumulation of valuable knowledge, independent activity and extended self-education. In order to achieve these goals, they should be motivated to learn.

The formation of the intellectual and spiritual potential of society, corresponding to the level of development of world society, is one of the priority goals of the modernization of national education, the strategic goals of which are aimed at creating an intellectual basis for the modern economy, science, health care, culture, harmonious interaction between man and nature (2). According to G. N. Ponomarev, "the quality of training of a specialist who will have to embody his creative and professional potential in the 21st century depends directly on the result and the conditions of implementation of the educational programs" (3). This is also stated in the works of L. F. Kenareva (4). The quality of higher education is determined by the demand for the subject of professional activity, its mobility, ability to effectively solve various tasks, work in difficult conditions (5). In this regard, the transition to a new concept of training requires solving a number of problems, one of which is that the motivation of students' training in the development of the chosen specialty should be considered. During the teaching students at universities, one of the most important tasks is to improve the effectiveness of the formation of the value-motivational sphere of the student's personality, aimed at mastering pedagogical activities (6). Justified by the fact that the motive is the motivation that determines the activity of the person and its direction, "the motive of the educational activity is understood as all the factors that determine the manifestation of the educational activity" (7). The attitude to learning, acting as a means to achieve learning, forms the motivation for learning and the attitude of students to their future profession, writes V. A.

Yakunin (8), is considered as a form and measure of acceptance of ultimate goals.

Of great importance is the motivational orientation of training in medical universities and the professional activity of the future doctor, his interest in acquiring knowledge, skills and abilities. It is important for teachers in higher medical schools to know and analyze the student's attitude to education, his interest in professional training, as this determines the level of medical care in the country.

RESEARCH METHODOLOGY

The methodology of "Research of the motivation to study at a university" by T. Ilinoi can be used to diagnose the motivation for professional activity, including the motivation of medical students. In creating this approach, the author used a total of widely known techniques. There are three scales: "Acquisition of knowledge" (desire to acquire knowledge, curiosity); "Mastering a profession" (the desire to master professional knowledge and develop professionally important qualities); "Receiving a diploma" (the desire to acquire a degree while formally acquiring knowledge, the desire to find workarounds when taking exams and tests). In the questionnaire, the author of the methodology includes a number of basic statements that are not processed further. The technique consists of 50 statements that can be evaluated by a person regarding himself positively or negatively. The prevalence of motives in the first two scales specify an adequate choice of profession by the student and satisfaction with it. This research approach makes it possible to express the dominance of one or another motive quantitatively. In the research that was carried out to get the information about the students' motivation for studying at university, the mean value was calculated for each first and second year student who answered the relevant questions.

Interpretation:

"Acquisition of knowledge" scale. Maximum – 12.6 points.

„Mastering a profession“ scale. Maximum – 10 points.

"Receiving a diploma" scale. Maximum – 10 points.

RESULTS

The research was conducted with 43 respondents from the first and second year – specialty Medicine, English language training

at Trakia University. **Table 1** shows the average value of the indicators of motivation to learn on scales in points and in percentage ratio

according to the respective year in which the students are trained. The results of this survey conducted in 2024 are presented in table 1.

Table 1. Average indicators of motivation to study by years (in points and percentages) ratio to maximum score)

Year	Scale №1 “Acquisition of knowledge” Max. – 12,6 points Arithmetic average result %		Scale №2 „Mastering a profession“ Max. –10,0 points Arithmetic average result %		Scale №3 “Receiving a diploma” Max. –10,0 points Arithmetic average result %	
	Arithm. average points	Arithm. average %	Arithm. average points	Arithm. average %	Arithm. average points	Arithm. average %
First	8,5	67,1 %	6,8	68,1 %	6,92	69,2 %
Second	9,3	73,6 %	7,09	70,9 %	6,81	68,1 %

The analysis of the results shows the greatest motivation on two of the scales of medical students studying in the second year. Among first-year students, the motivations on the “Receiving a diploma” scale are most pronounced, and among second-year students – “Acquisition of knowledge”.

When analyzing the data obtained for freshmen, it follows that on average 67.1% of students are motivated to acquire knowledge, 68.1% to master a profession and 69.2% to obtain a diploma. In the second year, the distribution is slightly different and there the results report the following: 73.6% for acquiring knowledge, 70.9% for mastering a profession and 68.1% for obtaining a diploma.

The analysis of the answers of the students according to the year that they are at the university allows to conclude that the students of the 2nd year are the most satisfied with their choice of the profession “medical doctor”. And 1st-year students are less motivated to master the profession. On the degree-getting scale, freshmen were found to be more focused on this motive.

Thus, the results of the survey conducted among students show that their motives prevail mainly on the first two scales (“Acquisition of knowledge” and „Mastering a profession“), which reveals that they have adequately chosen the medical profession.

CONCLUSION

It should be noted that the motivation of educational activity is the ratio of the goals faced by the student, which he strives to achieve and the internal activity of the individual, therefore, learning is expressed in the acceptance by the student of the goals and tasks of learning as personally meaningful and necessary. Educational activities are always polymotivated. Motives for learning do not exist in isolation. Most often, they are manifested in complex interweaving and interrelationships. Some of them are of primary importance for stimulating the learning activity, others act as additional ones.

During the study, it was found that the leading motives for the educational activity of the students are to become highly qualified specialists, to ensure success in the future professional activity, to obtain intellectual satisfaction, to acquire deep and lasting knowledge and to obtain a diploma.

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