

Features of Learning Motivation of Students-Choreographers in Conditions of Modern Military Conflicts

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Rapid changes in the modern world economic and political, and, accordingly, the educational system, actualize studying the issues related to the role, importance and principles of the organization of work of higher educational institutions. A decrease in students' motivation to acquire knowledge is an important problem of the modern educational system. Achieving high educational motivation is possible only on the condition of understanding its essence and effective mechanisms of development. The purpose of the academic paper lies in analysing the viewpoints of various scientists regarding the specifics of the motivation of students studying choreography in the conditions of modern military conflicts, as well as in practically investigating the main aspects of the motivation of the training process of students – choreographers in the conditions of military operations. Results. Based on the results of the research, the viewpoints of scientists regarding the educational motivation of students – choreographers in the conditions of military conflicts have been established, and the practical aspects of the motivation of students of this professional field during military conflicts have been clarified.

Keywords: learning motivation, students-choreographers, educational process in the conditions of military conflict, motives of learning activity, motivational-cognitive criterion, interest in mastering knowledge, stimulation of motivation

INTRODUCTION

Motivation as a leading factor in the regulation of individual activity is of exceptional interest in all spheres of activity (Chan & Norlizah, 2017).

In the current conditions of aggravation of the domestic and foreign political situation of the world countries, and, accordingly, the complex processes of reforming the world education system, the problem of educating a comprehensively developed citizen is urgent; consequently, for this, expansion and effective, motivated use of educational resources is necessary (Tiwery & Souisa, 2019), (Wijnia & Servant-Miklos, 2019).

Education and development through the means of choreographic art ensures the active involvement of a person in artistic creativity, which can and should play an important role in the formation of his cultural and moral qualities. Thanks to the bright artistic image presented in the form of dance (movements, poses, gestures, facial expressions), folk stage art vividly reflects the content of social events, the character of the heroes. This is precisely why choreography has significant opportunities for education, which helps students learn about the historical past and cultural traditions of their own country and other peoples (Hariri, Karwan, Haenilah, Rini & Suparman, 2021).

The relevance of the research topic is determined by the task of further improving the quality of education of students – choreographers, taking into account the spread of the role of choreographic art in the conditions of modern military conflicts in the world; and, in connection with this, the need to constantly update the content of education in this area, setting the right goals, increasing the role of students in self-acquisition of knowledge and development for the formation of an active life standpoint (Aliion & Delialioglu, 2019).

The theoretical part of the present research represents the viewpoints of scientists regarding the concept and components of student motivation during training, methods of stimulating activity and the effectiveness of the educational process, factors affecting student motivation for educational activities, taking into account the presence of wartime posture in the country where future choreographers study. The process of forming the structure of the motives of the student's educational activity has been analysed; attention is focused on teaching methods that contribute to the successful socialization of the student, the formation of a positive self-concept, the development of friendly relations, and motivation for success. Ways that ensure high motivation of future choreography specialists have been identified.

The practical part of the research includes an assessment of the components of the motivational-cognitive criterion in the training of choreographers in the conditions of military conflicts, the most relevant indicators of the motivation of the educational activities of students – choreographers in the conditions of wartime posture, the assessment of efforts to develop the motivation of students, the reasons for the low level of musical readiness of students for choreographic activities during war and directions for improving the motivation of education of future choreographers during hostilities in the country under study.

According to the results of the research, it has been found that, taking into account training process during military conflicts, the motivational-cognitive criteria of the educational activity of students – choreographers are specific, taking into account the state of war and the ability to analyse, the expression of interest and desire to acquire special musical skills and skills for choreographic activities, evaluations and comparisons of musical styles and genres appropriate during wartime posture. At the same time, the most significant indicators testifying the high motivation of higher education seekers to effective educational activities, taking into that it is carried out in the conditions of hostilities, are purposefulness, concentration and the desire to improve professional musical training. The study has shown that about 39–44 % of students need help on the way to forming professional competence and mastering new skills. At the same time, the vast majority of survey participants believe that teachers should make more efforts to help the education seekers to direct musical development according to their interests. In the course of the research, it has been established that the low level of musical readiness of students for choreographic activities during the war is characterized by the fact that they often do not show interest in mastering certain knowledge and skills in choreography; they are indifferent to pedagogical-methodical and musical literature; they do not increase their professionalism, show situational interest towards study and work. The

reasons for this, as evidenced by the results of the survey, are the psychological aspects related to military conflicts, as well as the lack of skills in systematization, planning and organization of work on social and cultural development. From among the directions for improving the motivation of the process of education of future teachers - choreographers, the improvement of knowledge of the history of choreographic art, the stimulation of the use of musical and performing activities as a tool of psychological support, and the development of artistic thinking have been identified.

LITERATURE REVIEW

Motivation of students' educational activities becomes one of the priority problems in the conditions of modern transformations in education. According to the viewpoint of R. Abdelrahman, currently, it is a fundamental issue in psychological and pedagogical science. This requires new approaches in the organization of education of students in higher educational institutions (Abdelrahman, 2020).

Considering that the methods of stimulating the activity and efficiency of the educational process, including changes in rating systems for assessing the quality of knowledge, are not always effective, more effective technologies are required. One of them, as experience has shown, is the motivation of students' educational activities (Tsai, Shen, Chen, Hsu & Tsai, 2019).

There are different types of motivation for educational activities. Motivation to study as a conscious activity of a person is the result of the transformation of those influences that he receives from the family and wider social environment, as well as upbringing, conscious or unconscious attitude to these influences, which is combined with the features of life attitudes, aspirations, interests of a person (Wabiser, Prabawa & Rupidara, 2022).

M. L. Shaffer claims that one of the most effective technologies for working on the motivation of educational activities with students is the determination of their cognitive, social needs and ways to satisfy them. The author uses the term "internal client" forasmuch as the teacher works with students as clients – he determines their motivation for pedagogical action, tries to activate them and qualitatively change them in accordance with the needs of educational activities (Shaffer, 2019).

A significant factor affecting students' motivation to study is their acquisition of knowledge, skills and abilities that form the basis of further professional activity. Students interested in scientific work have motives for self-development and achievement. It is they who make you work hard, solve difficult tasks and overcome difficulties in order to achieve the highest results. In the case of low motivation, teachers need to use other methods of stimulating pedagogical activity (Cebi & Guyer, 2020).

Taking into account the fact that young people enter an institution of culture in order to become a good specialist in the particular sphere, the teacher should demonstrate that his speciality will be useful in further professional activities. In addition, it is important not only to arouse interest in the subject, but also to open the student's opportunities for practical application of the acquired knowledge. It is important for the student to perceive the teacher as his mentor; he can turn to him during the educational process for help, discuss important and difficult issues (Benedek, Bruckdorfer & Jauk, 2020).

The process of forming the structure of the motives of the student's educational activity begins from the first days of his studying at a higher educational institution, but the effectiveness of such a process can be different. Basically, everything depends on how successfully and quickly yesterday's entrant adapts, overcomes the difficulties that he inevitably faces, and gets into an unfamiliar situation in a wonderful environment. The didactic novelty of higher education consists in the use of forms and methods of organizing the educational process, which include the presentation of new material, reporting, control, etc. In the process of setting educational goals, the student should show much greater independence, the ability to consider and allocate time in order to best organize his educational activities. However, not everyone can do it quickly (Aguiar-Castillo, Clavijo-Rodriguez, Hernández-López, De Saa-Pérez & PérezJiménez, 2021).

Recently, in the practice of choreographic groups, active learning methods have become widespread, which contribute to the successful socialization of the student, the formation of a positive self-concept, the

development of friendly relations, motivation for success, etc. (Filgona, Sakiyo, Gwany & Okoronka, 2020).

The motivational component of psychological readiness for learning reflects the young person’s desire or unwillingness to learn choreography. At the same time, various methods of motivation are used – these are methods of building dialogic interaction, with the help of which everyone determines his own standpoint in relation to the activities of others, the teacher and a person himself: “my expectations” (I expect from myself, other students, the teacher), “self-esteem” (what I know what I wanted to learn, where it can be used, how I succeeded) (Chen, 2020).

AIMS

The purpose of the research lies in determining the standpoint of students – choreographers and teachers of higher educational institutions training students – choreographers regarding the components and development of educational motivation of students – choreographers in the conditions of wartime posture.

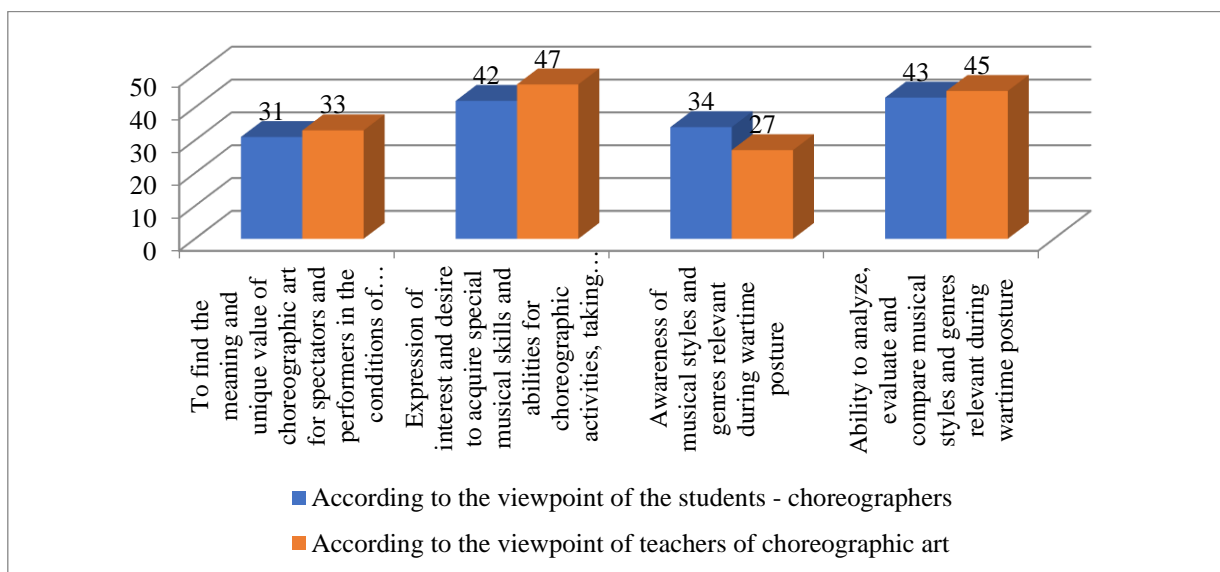
MATERIALS AND METHODS

A practical research of the features of motivation for training students – choreographers in the conditions of modern military conflicts is represented by a survey of 137 students and 42 teachers of 12 institutions of higher education that conduct training the specialists in choreographic art in the cities of Kyiv, Khmelnytsky and Ivano-irankivsk (Ukraine). The survey was organized and conducted using the Google Forms resource.

RESULTS AND DISCUSSION

As part of the conducted research, respondents were asked to express their viewpoint regarding the components of the motivational-cognitive criterion of the educational activity of students – choreographers, considering that their training and professional activities take place under wartime posture (Figure 1).

FIGURE 1
SPECIAL COMPONENTS OF THE MOTIVATIONAL-COGNITIVE CRITERION IN THE TRAINING OF CHOREOGRAPHERS IN THE CONDITIONS OF MILITARY CONFLICTS, %



Source: it has been compiled by the authors

As the results of the survey have shown, special components of the motivational-cognitive criterion, considering the work and training during military conflicts, are as follows: the expression of interest and the desire to acquire special musical skills and skills for choreographic activities, taking into account the wartime posture, as well as the ability of the degree-seeking student to analyse, evaluate and comparison musical styles and genres appropriate during martial law.

In order to correctly allocate the directions of work on increasing the motivational component in the activities of choreographic art specialists, the viewpoint of the respondents has been studied regarding the indicators of motivation, which are the most relevant in the conditions of military conflicts (Figure 2).

As the analysis of the results of the survey has shown, in the opinion of both students and teachers, the most significant indicators that testify to the high motivation of higher education seekers regarding effective educational activities, taking into account that it is carried out in the conditions of military conflicts, are purposefulness, concentration and the desire to improve professional musical training. The high degree of development of students' features according to these criteria, taking into account that the students are aware that they are working and studying under wartime posture, indicates to the fact that they are motivated for successful studies and further professional activities.

In the course of the research, survey participants were asked questions about the sufficiency of teachers' efforts and students' independent ability to provide motivation for their educational activities (Figure 3).

Based on the respondents' answers to this question, about 39–44 % of students need help on the way to forming professional competence and mastering new skills. At the same time, the vast majority of survey participants believe that teachers should make more efforts to help students to self-develop and direct musical development according to their interests. Along with this, only 11 % of the participants under study have noted that students are fully motivated and satisfied with the knowledge they have acquired at the university.

Generalized results for all criteria of the formation of musical knowledge and skills often testify to the lack of students' motivation for musical education, the systematic nature of musical knowledge and emotional perception of musical works, the skills of their performance. In this regard, the survey included questions about the possible reasons for the low level of readiness of students for educational and choreographic activities during the period of military conflicts (Figure 4).

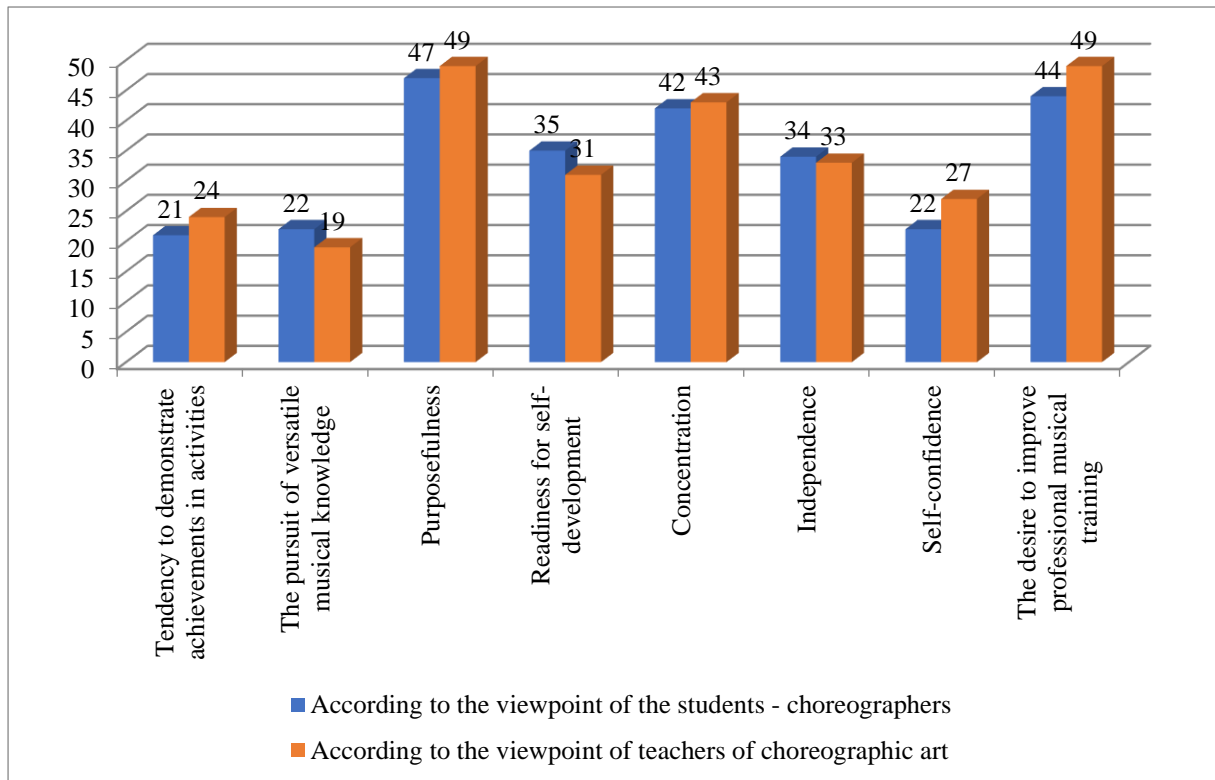
The low level of musical readiness of students for choreographic activities during the wartime posture is characterized by the fact that students often do not show interest in mastering certain knowledge and skills in musical activities; they are indifferent to pedagogical and methodical and musical literature; they do not increase their professionalism, show a situational interest in studies and work. The reasons for this, as evidenced by the results of the survey, are the psychological aspects related to military actions, as well as the lack of systematization skills, planning and organization of work on the social and cultural development of students by means of musical art in changing conditions.

Based on the purpose of the research, the following directions have been determined for improving the motivation of the process of education of future teachers – choreographers, namely (Figure 5):

- increasing knowledge of the history of choreographic art;
- stimulation of the use of musical and performing activities as a tool of psychological support;
- development of artistic thinking.

The analysis of scientific literature has proven that scientists consider motivation as a set of motives predetermining human activity, that is, as a system of factors that determine behaviour (these include: needs, goals, intentions, aspirations, etc.), as well as a feature of the stimulating process and supporting behavioural activity at a certain level (Al Majali, 2020), (Riswanto & Aryani, 2017).

FIGURE 2
INDICATORS OF THE MOTIVATION OF THE EDUCATIONAL ACTIVITY OF STUDENTS -
CHOREOGRAPHERS, WHICH ARE THE MOST RELEVANT IN THE CONDITIONS OF
MILITARY CONFLICTS, %



Source: it has been compiled by the authors.

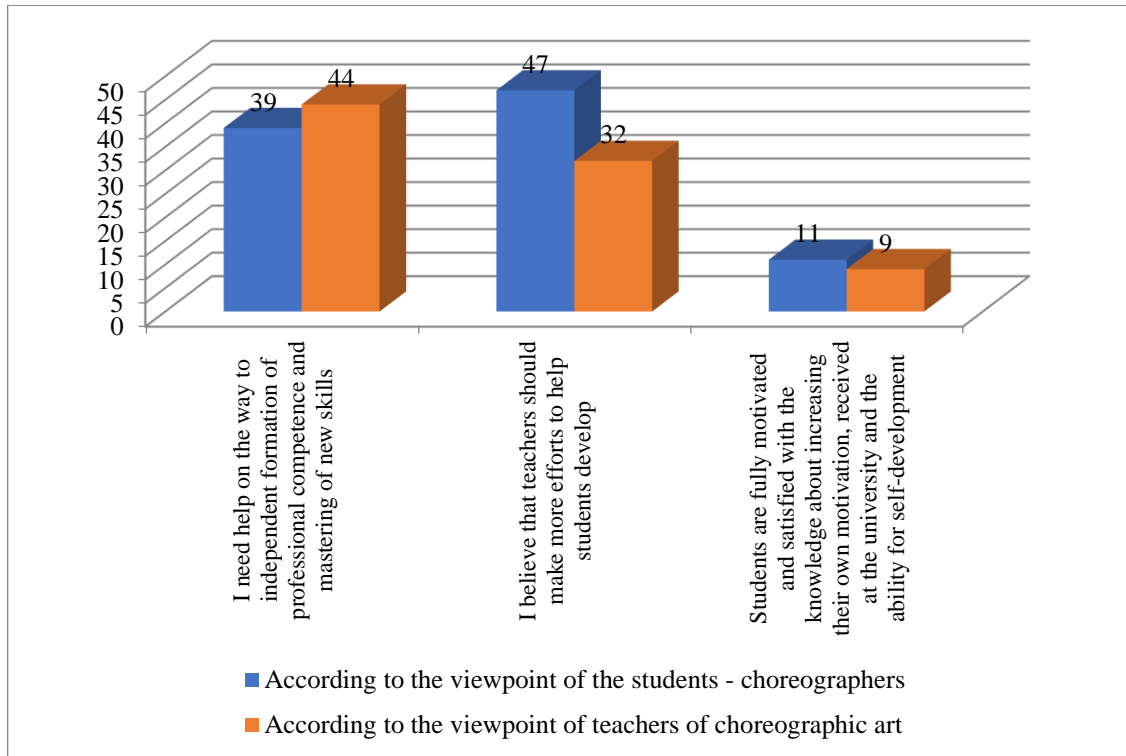
Taking into consideration the above-mentioned, analysing the structure of the musical training of a choreography teacher, P. Peciuliauskiene notes that it consists of motivational-cognitive, emotional-valuable, creative-executive components (Peciuliauskiene, 2019).

The motivational-cognitive criterion of training students – choreographers reflects the type of motivation for studying music, the degree of formation of pedagogical purposefulness, the need for self-actualization and achievements (Riswanto & Aryani, 2017).

At the same time, in order to ensure high motivation of future teachers of choreography during the educational process, it is necessary to organize the educational process, taking into account the principles of education. Thus, according to the viewpoint of J. Moeller, M. A. Brackett, Z. Ivcevic and A. E. White, the musical training of a future choreographer should be conducted considering the principles of a professional approach, integration into the general cultural space, the ratio of conscious and intuitive methods of cognition, which takes into account the conscious emotional impressions that music conveys with the help of a complex of means of expression (Moeller, Brackett, Ivcevic & White, 2020).

We agree with the standpoint of J. M. Campillo-Ferrer and P. Miralles-Martínez that “the motivation of a choreographic art teacher can be of cognitive interest, the ability to diagnose and correct one’s own professional activity, evaluate pedagogical experience and one’s own work for the purpose of one’s own improvement and self-discovery. Motivation is an important quality of a choreography teacher; it ensures effective professional activity and personal development of the teacher” (Campillo-Ferrer, & Miralles-Martínez, 2021).

FIGURE 3
EVALUATION OF EFFORTS MADE TO DEVELOP STUDENTS' MOTIVATION, %



Source: it has been compiled by the authors.

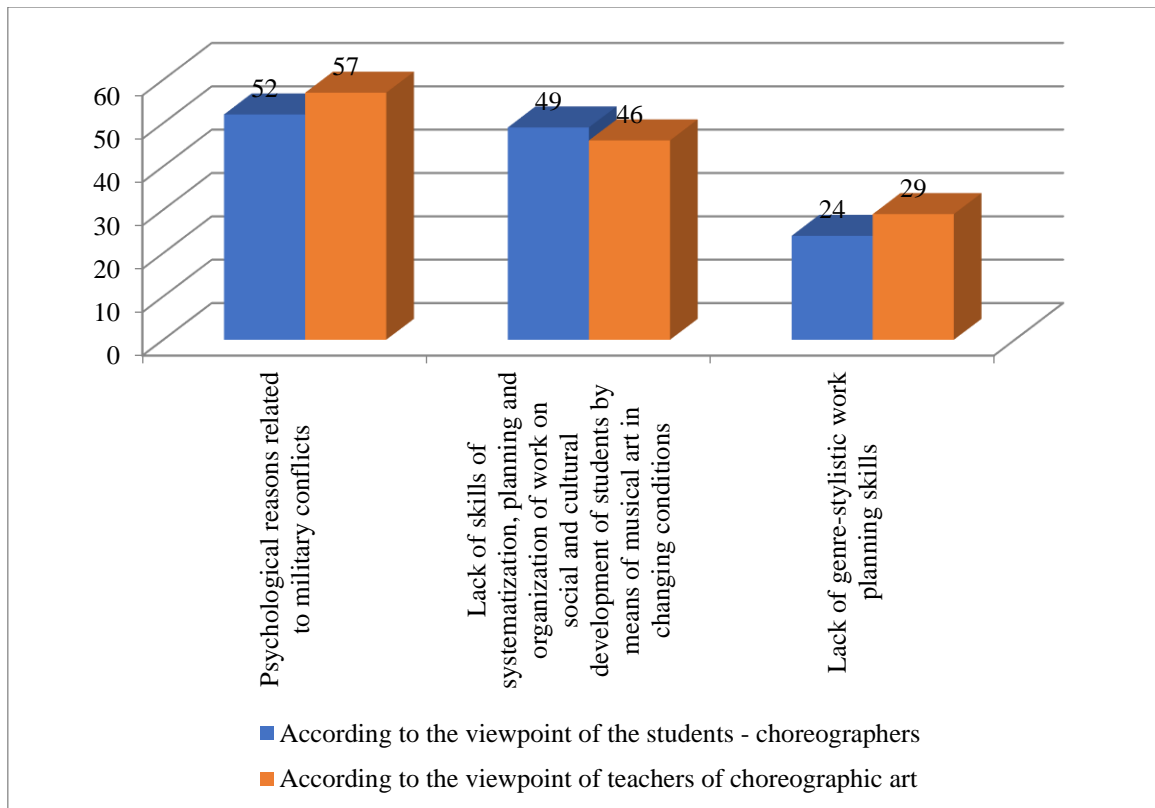
R. Abdelrahman agrees with such a viewpoint. The scholar believes that in the component structure, the motivational-cognitive component of basic training takes the first place, forasmuch as motivation causes future choreography teachers to have a meaningful attitude to musical action; it develops interest in musical knowledge, and it is distinguished by the amount of knowledge (depth, systematicity, stability), thinking style; thanks to motivation, students have a desire to understand the figurative and semantic content of musical works (Abdelrahman, 2020).

As P. Peculiauskiene notes, the motive of pedagogical and cognitive activity is “the student’s desire to achieve a certain level of development in professional activity, based on deep, strong and diverse general scientific and professional knowledge, skills and abilities” (Peculiauskiene, 2019).

In the psychological and pedagogical literature, learning motives are classified according to several types. The most famous is the division of motivation into the internal, which is directly related to the content of educational activities, and the external, which includes social motives. In recent years, scientists claim that any activity, including educational, is determined by many motives at the same time, that is, it is polymotivated. At the same time, scientists identify motives that characterize the desire for self-fulfilment in one’s own executive and teaching activities, awareness of one’s own responsibility for the level of knowledge, abilities and skills of higher education seekers (Campillo-Ferrer, & Miralles-Martínez, 2021).

Motivational stimulation in the field of music pedagogy is not always effectively carried out by teachers, which is confirmed by several arguments, namely: graduates of choreographic higher educational institutions often do not have stable, formed motives; they have a weak interest in musical art.

FIGURE 4
THE REASONS FOR THE LOW LEVEL OF MUSICAL READINESS OF STUDENTS FOR CHOREOGRAPHIC ACTIVITIES IN THE CONDITIONS OF WARTIME POSTURE, %



Source: it has been compiled by the authors

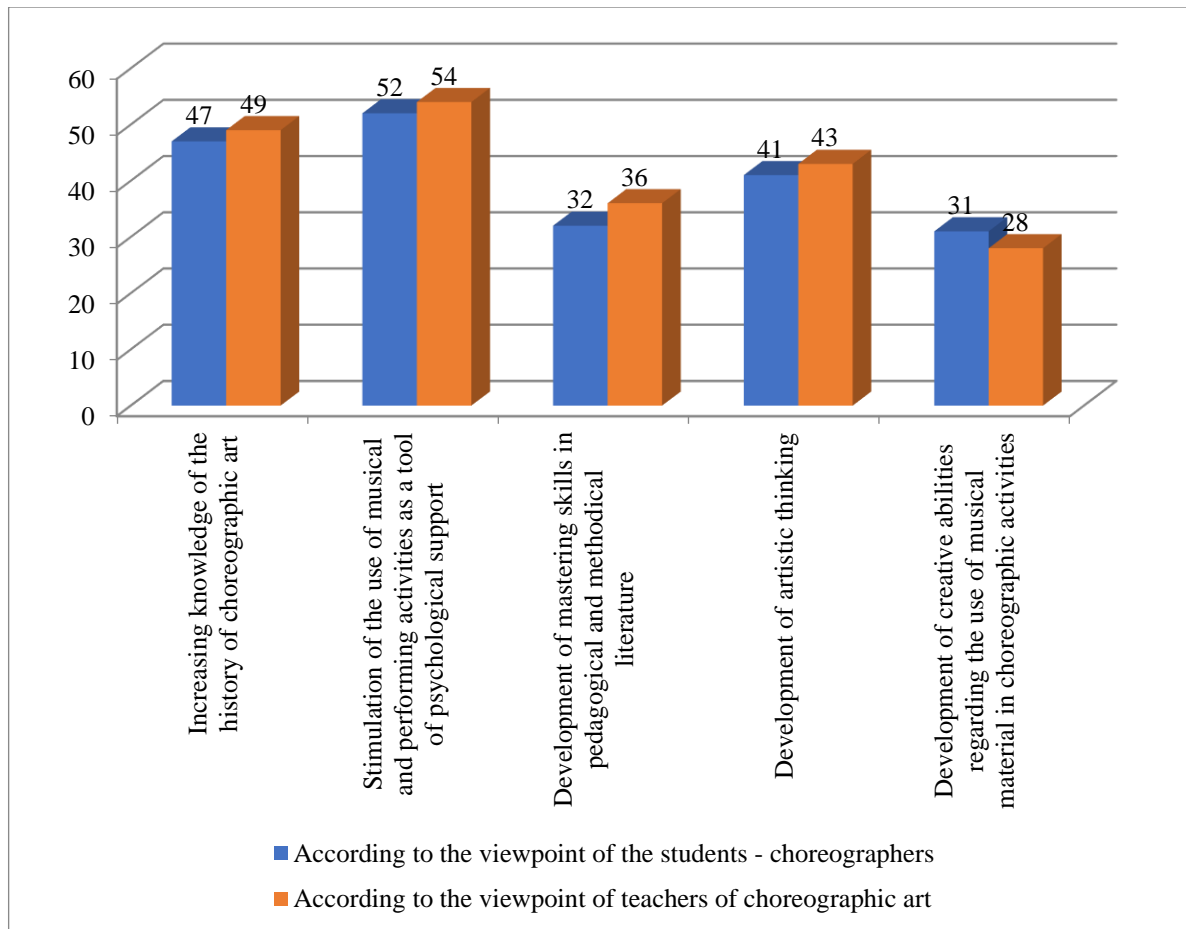
In order to increase students' motivation, teachers should work in at least three directions as follows:

- 1) independent use (updating) of as many motives as possible in one's own professional activity;
- 2) strengthening the stimulating effect of the most popular motivations for students' learning;
- 3) creation of the necessary situational factors that will contribute to increasing the motivation towards learning.

The experience shows that students' motivation should be continuous during musical education; that is, it should not end after the completion of each educational stage, but should be supported and strengthened for further enrichment of their professional activities (Vasiuk, Vygovska, Malyshevskiy, Nychkalo, Malyshevska & Zorochkina, 2022).

Complementing the above-mentioned, G. Chemsy, M. Sadiq, M. Radid and M. Talbi emphasize that the stimulation of motivation to acquire musical knowledge and skills should be continuous, while relying on students' life, artistic and musical experiences is one of the greatest common regularities of musical education of the future teacher of choreography, forasmuch as at every step of his life, he encounters its various manifestations, and each musical work is perceived on the basis of previously acquired experience, including existing musical impressions, abilities, skills, and the existing motivational basis (Chemsy, Sadiq, Radid & Talbi, 2020).

FIGURE 5
DIRECTIONS FOR IMPROVING THE MOTIVATION OF THE PROCESS OF EDUCATION
OF FUTURE TEACHERS-CHOREOGRAPHERS DURING MILITARY CONFLICTS, %



Source: it has been compiled by the authors.

CONCLUSIONS

Therefore, on the basis of a theoretical analysis of the issue of motivation in the course of training the future choreographers, the criteria and indicators of the effectiveness of the motivation of training students in the above-mentioned professional field in the conditions of wartime posture have been considered.

Analysing the scientific developments regarding the acquisition of knowledge by students in the learning process, it is possible to note the presence of a low level of musical training of future choreographic specialists, which is accompanied by a lack of sufficient readiness among students to increase the quality of musical education, to increase the systematicity of musical knowledge and the quality of emotional perception of musical works.

For this reason, the necessity arises to improve the educational motivation of students of higher educational institutions who receive a choreographic education, taking into account its acquisition in the conditions of military conflicts, directing the efforts of higher education seekers towards increasing the level of performing skills, emotional attitude to music and its assimilation, the amount of musical knowledge, and also on the development of musical thinking and education of a deeper awareness of the importance of musical art in choreographic activity.

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