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MOTIVATION IN COLLABORATIVE LEARNING

Importance of motivation among students and teachers and their collaboration is crucial nowadays. It is an important element for modern development if both teachers and students want to be up-to-date. It is necessary to pay attention to feedback from both sides. Teachers and students are two actors who make the time of learning productive if they are equally motivated to take the most out of the process. Teachers are the source of knowledge that can be shared with the students and other teachers. In collaboration teachers find the ways to work on external and internal motivation of students who have difficulties in group work.

Collaborative learning is a complex process where goal setting and motivation are closely interrelated. Students lack necessary skills as there are high-contributing and low-contributing ones. Motivation works differently for both. Teachers are concerned about assessment as collaborative learning is a complex process where students need to work as a team and practice as many skills as possible. The process of learning makes them unequal and shy.

Key words: *motivation; collaboration; learning; feedback; practice; perception.*

Knowledge and the process of studying have become a highly discussed issue all over the world. Nowadays we are greatly concerned with the question of motivation that leads to knowledge obtaining. What is more important for teachers is knowledge sharing. Living in technological era makes us feel some necessity of being up-to-date.

State standards of education in the 21st century put forward new requirements for teaching foreign languages. These requirements arise under conditions of globalization, i.e. the global process of integration and unification in the fields of economy, politics and culture, which covers all aspects of society, people living in different countries and on different continents. The modern world offers a lot of opportunities for teachers to find new ways to realize their potential. This allows them to travel, to broaden their views and gain experience.

Formulation of the problem. We often speak about motivation as the main challenge that a teacher has to overcome [6]. Being teachers we forget how much it matters for students to be interested not only in the subject but what is more important in the process of learning. It should not be some kind of obligation that is put on them during the process of studying. As teachers we think that we control the situation in the class but it is quite different because without students' interest there is no use trying to move on [1]. How is it possible to generate motivation and why is it so important especially collaborative learning process?

Literature provides us only with basic obstacles influencing the effectiveness of collaborative learning (CL). It happens because the obstacles have been investigated through the position of one participant of the process, either a teacher or a student.

Collaborative learning can be defined as a set of teaching and learning strategies promoting student collaboration in small groups (two to five students) in order to optimise their own and each other's learning [4].

To achieve this purpose, teachers have tried to organise different types of collaborative activities in their classroom teaching. Over the last decades, research has demonstrated that CL can promote academic and social educational outcomes.

The purpose of this article is to analyze the essence of collaborative learning and obstacles in motivation as its significant part in forming proper skills of collaboration among students.

Subject Matter Outline. Research of various scholars [3; 4; 6] has shown that students encounter several problems during collaboration. Students lack collaborative skills as one of the common problems reported in the CL literature at various levels of education.

Earlier studies have identified several problems that teachers encounter when applying CL in the classroom. There are two problems affecting CL effectiveness: organisation of collaborative activities, and assessment of learning.

Firstly, teachers face challenges while structuring collaborative activities such as monitoring students' on-task behaviour, managing group-work time, providing relevant materials, assigning individual roles, and establishing teamwork patterns of behaviour.

It is necessary to have some knowledge that you can share. The next step about collaboration means to create knowledge within the system. It is stated that «…knowledge management is fundamentally about making the right knowledge or the right knowledge sources (including people) available to the right people at

the right time» [2]. Sharing is one of the initiatives we all have to keep in mind. It will make us perfect leaders. It can turn the routine of teaching into the adventure of searching constant improvement of working conditions and understanding what we all are doing.

As for the knowledge management tools used in universities and at work in general we can say that people are not using much of these. But they are trying to do their best to use some of these to facilitate the process. There are a lot of departments at the university and there is Intranet to communicate with different departments, to let the students know about the tasks and to share the tasks and to find some documents people need in their work that are usually located in the university network. Every department is responsible for its work. Sometimes, still, it is necessary to communicate face-to-face to solve the problems or to discuss something.

Scientists state that analysed material about preparation of collaborative activities of teachers in various contexts revealed insufficient attention of teachers to organising collaborative work such as determining group norms and facilitating activities. Furthermore, research demonstrated that a large number of primary teachers often place students in groups and let them work together without preparing students to perform collaborative activities productively.

Secondly, teachers frequently find it difficult to assess students' performance and achievements as they implement CL in classrooms at all levels of education. Teachers reported that the criteria or rules for assessment lacked transparency and concreteness. Furthermore, the lack of assessment tools to measure collaborative performance of every group member may cause student disappointment about the transparency and equality of the assessment [4].

The problems that teachers encounter will likely also affect collaborating students. This relationship between problems experienced by teachers and by students is, however, rarely addressed during previous research. If teachers, for example, are unsure about how to monitor students' group discussions, and cannot adequately intervene when necessary or model appropriate pattern of collaborative behaviour, this will probably affect the quality of the collaborative process as experienced by students.

When both teachers and students do not pay a lot of attention to the collaborative aspects of CL, they may experience a number of obstacles to the effectiveness of CL as follows:
– lack of collaborative skills;
– free-riding;
– competence status;
– friendship.

Lack of collaborative skills. Students state that when they started to work in groups, they did not know how to collaborate effectively. Their lack of collaborative skills such as accepting opposing viewpoints, giving their own explanations, providing and receiving help, and negotiating prevented them working productively in groups.

Free-riding. The students indicate that, when collaborating on group assignments, some peers contribute most, while others work less, and some did not even put in effort when completing their own tasks. This negatively affect students' collaborative experiences. Some students don't care about group work and the tasks given to them. Teachers are concerned about unequal participation in group tasks. The free-riding has a negative impact on the learning behaviours of all group members. For example, high-contributing members did not use time to help others.

Competence status is another obstacle to effective CL. High-status students in their learning groups were generally believed to be active, competent or senior. They were often influential members whose ideas were mostly accepted by the majority of their fellow group members without dispute. Therefore, they tended to underestimate the intellectual capacity of low-status members, thus dominating the group.

Friendship. Friendship relations in groups are an obstacle to effective collaboration. Students describe that feelings of friendship in the group sometimes distract them from working seriously. They become less self-disciplined and critical.

Conclusions and perspectives for further research. The results of the present study seem to call for special attention by educators to balance the cognitive and collaborative aspects of CL. Integration of these aspects may help to ensure the social interaction. When students are unskilled in collaboration, they are unable to contribute fully to the assigned tasks.

A learner has to have a very strong motivation as it influences his/her further learning and attitude towards the language [5]. Students realize that being in the class and learning English and doing the tasks they can form self-expressing atmosphere, and feel that the structure and essence of the language learning is their own creation. They rule what is going on. They should take some self-directed steps to control their activities outside the class. Their participation characterizes internal motivation. External motivation is characterized by the role of the teacher who should be some kind of a significant other whose attitude towards the language, his teaching and the learners forms the students' perception of the course [3]. There always exist dual objectives to learn for development and to keep the students being motivated.

There should be some kind of connection that leads to feedback. Students should feel free to express themselves the way they like. They can share the stories that happened to them during last weekend and so on and so forth. Speaking in public causes fear and doubts, especially if the student has to tell about his/her professional issues. It may be difficult to pay attention to every student and his/her needs, though to make progress they have to understand that speaking and communicating is the best way to step forward [4].

One of the ways make everybody be involved is the task of preparing some news to tell in English. It may be about international or local news. The matter of news can leave nobody indifferent. Thus, every student may be interested in being the part of the process. Teaching requires special attitude as the subject is connected with the special issue matter in the field of study.

Games of asking and answering are very useful. Students can bring something themselves whether it is about photos of some celebrities they admire and want to tell about or the songs they like with the lyrics so everybody can sing. Then it is possible to discuss the main idea of the song. For social workers it is a useful model of finding the problem and showing all possible way outs. Use different ways of breaking the ice if you meet for the first time but be always sure that all students are treated equally.

The main aspects of successful motivation in collaborative learning: tolerance, which is not only about the way a teacher treats a students, but how a teacher make all students respect each other in the process of learning; self-perfection and development of the students; the atmosphere of activity, and positive energy.

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МОТИВАЦІЯ У ПРОЦЕСІ КОЛАБОРАТИВНОГО ВИВЧЕННЯ

Мотивація є важливим компонентом для студентів і викладачів у системі вивчення мови. Викладач і студент є частинами однієї системи, де кожен елемент відіграє важливу роль для досягнення позитивного результату в процесі колаборації. У сучасному світі для викладача завдання мотивації студентів є певним викликом. Взаємодія призводить до пошуку необхідної моделі поведінки, щоб застосувати типи мотивації для урахування різних типів поведінки. Студенти стають мотивованими, якщо викладач правильно ставить цілі, розподіляє завдання і адекватно застосовує систему оцінювання.

Ключові слова: мотивація; колаборація; вивчення; практика; сприйняття; зворотній зв'язок.

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МОТИВАЦИЯ В ПРОЦЕССЕ КОЛЛАБОРАТИВНОГО ИЗУЧЕНИЯ

Мотивация является важным компонентом для студентов и преподавателей в системе изучения языка. Преподаватель и студент являются частями одной системы, где каждый элемент играет важную роль для достижения позитивного результата в процессе коллаборации. В современном мире для преподавателя задача мотивации студентов становится определенным вызовом. Взаимодействие приводит к поиску необходимой модели поведения, чтобы применить типы мотивации для учета разных видов поведения. Студенты становятся мотивированными, если преподаватель правильно ставит цели, раздает задание и применяет адекватную систему оценивания.

Ключевые слова: мотивация; коллаборация; изучение; практика; восприятие; обратная связь.