

# Motivation as a necessary condition for learning in the age of digitalization

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**Abstract.** The article discusses the features of the digitalization of the educational process, which includes the use of interactive teaching methods, and the transition to individualization, which contributes to the effectiveness of this process. The authors analyze the features of motivated learning and its dependence on modern digital technologies, highlight the characteristic features and types of motivation in the context of digital education, and show patterns of changes in motivation during the development of modern technologies. The article gives a characteristic of integrative, instrumental, as well as global, situational and problematic motivation, defines the basis of external and internal motivation. Particular attention is paid to the development of students' motivation in distance learning of foreign languages, including translation disciplines. The article defines the features of a motivated student, presents the factors for the formation of external motivation, and also highlights ways to maintain the attractiveness of educational work. Results showed that the introduction of digital technologies makes it possible to increase the interest and motivation of students in learning and contributes to the expansion of communication opportunities. At the same time, motivation is an important component of training specialists in any field.

## 1 Introduction

The use of modern technologies in teaching a foreign language as a means of communication is inextricably linked with the study of the social and cultural life of countries and peoples who speak this language, and involves taking into account the peculiarities of intercultural communication in the learning process. Linguistic and pedagogical problems within the framework of this direction are studied both in a narrow scientific sense and in their relation to the practice of teaching foreign languages.

The study of the problems of teaching foreign languages is closely connected with the introduction of the latest information technologies into the educational and research process and the activities of students in the electronic environment. At the same time, attention is paid to the elements of scientific research, the study of translation problems, the development of topical scientific problems in applied aspects of linguistics is provided. All this reveals the task of creating an environment for the creative development of teachers and students, as well

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as for maintaining and constantly updating the data bank on current tasks, problems and issues of using modern technologies.

For our study, it is important that the activity of a foreign language teacher at a university is associated with the assimilation of the principles of world and domestic linguistic traditions and is often in the field of fundamental research. This trend is an excellent school of thought, which has now made it possible to start research on applied problems of linguistics, including functional, pragmalinguistic, psycholinguistic and sociolinguistic aspects of language. The concept of teaching a foreign language has expanded, with a special place being occupied by the problem of teaching translation. Now we understand learning as an integrated process that includes general patterns of language circulation in different areas of communication, including business, as well as at the border of different cultures. In this regard, there is a significant need to study and analyze the features of motivated learning, to determine their dependence on modern technologies.

“Student motivation is important in all forms of learning, but especially in distance learning. The problem of motivation has become especially relevant during the mass transfer of education at all levels to a distance format in the context of a pandemic” [1].

## **2 Materials and methods**

Education is the most important process that can influence different spheres of human activity. The desire for quality education determines the trends of its development in recent years. The learning outcomes are of interest to representatives of completely different spheres of human activity, linguists, psychologists, IT workers and others. In this regard, there are many works devoted to this problem. These are the works of such scientists as Kononykhina O.V. (2021), Kozlova O.A., Selezneva (2018), Kuznetsova L.A. (2022), Sadovnichiy V.A. (2018), Gambier I. (2016), Zarovnyaeva V.I. (2019), Vosrekasenko O.A. (2020), Verkhovod A.S. (2021), Masalova M.Yu., Shelkovnikova S.V. (2021), Nemov R.S. (2010).

The main method of our research is system analysis, “the essence of which is to find the relationship between various phenomena and processes” [2].

## **3 Results**

“The digitalization of education is the development of material infrastructure with the advent of new communication channels, the introduction of online learning, the use of machine learning technologies, artificial intelligence, the development and implementation of new learning management systems, and the improvement of the skills of teachers in the field of digital technologies. The main goal of digitalization of education is to reduce the labor intensity of the educational process through the use of information resources” [3].

“2002 is considered the frontier of digitalization: the shares of analog and digital information have become equal. Today, "digit" "rules the ball", pushing analog information "to the sidelines" of the modern development of the information society” [4].

The motivation of students is considered as an important component of training a competitive specialist, it contributes to the professional and creative growth of students, develops their skills in complex analysis of professional tasks, contributes to obtaining research skills, collecting and analyzing the necessary information, planning experiments and processing their results. At the same time, various forms of work, both remote and classroom, are used, such as linguistic seminars, round tables, presentations at interuniversity, international, scientific-practical and scientific-methodological conferences, publication of articles and monographs.

In the system of teaching foreign languages, the translation aspect should be emphasized. When teaching translation, it is necessary to take into account that “like a computer, information and communication technologies are gradually transforming the translation environment. The translation process and translators, who entered the digital age almost three decades ago, are faced with new challenges and a new social environment that has emerged thanks to technology” [5].

Therefore, “one of the elements of translation competence is text-forming competence, which is understood as knowledge of the relationship between the rules for generating texts in the native and foreign languages, the principles of translating texts related to a particular sublanguage of the specialty, possession of the skills to build texts adequate to the original of a certain style, genre and type” in accordance with the specific country and culture [6].

## 4 Discussion

“The implementation of e-learning in a digital educational environment as a kind of distance learning allows you to rethink the content, technology and overall organization of the educational process” [7].

The trend towards convergence of the study of translation disciplines and modern technologies is manifested in the expansion of related topics, where linguistic diversity is consistent with the topics of special disciplines and involves the combination of knowledge gained within the content of the main and additional specializations.

A new approach is found in attracting such areas as advertising, marketing, business correspondence, business discourse, tourism business, information and communication technologies to the field of linguistic research. A new topic is a prerequisite for a high-quality educational process; its results can serve as the basis for versatile interaction with various organizations. Such developed problems as the features of communicative influences in the organizational environment of different countries, political and organizational communication in the information society, linguistic research methods in the field of intercultural communication, advertising as a form of communication, etc. find practical application.

These problems act as a new impetus for the development and most effective use of the direction of scientific activity in the educational process, as well as for providing favorable conditions for introducing research results into production practice.

So, “the following advantages of using distance learning in higher education can be distinguished: organizational (convenience, mobility, modernity, speed, rapid exchange of information; distribution and management of time resources); didactic (increasing learning motivation, using a variety of forms of work that contribute to the individualization and flexibility of the educational process, increasing the effectiveness of self-training); comfort of learning; self-development (mastery of new information resources and educational platforms, development of creative abilities, formation of skills for selecting, systematizing and processing large amounts of information); social (prompt feedback from teachers, reduction of social distance)” [8].

“The education system in Russia, under the influence of informatization, is undergoing reform, creating information and communication literacy among both teachers and students. A foreign language teacher needs to have a high level of information and communication competence related to the characteristics of the subject itself and the general culture of the language being studied [9].

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digital technologies. The main goal of digitalization of education is to reduce the labor intensity of the educational process through the use of information resources” [10].

Comprehensive training in translation disciplines is carried out in the following areas: pragmalinguistic aspects of the language of business communication, advertising as a means of communicative and pragmatic influence, information technology in the resource support of science, intercultural aspects and speech behavior in the context of business communication, problems of theory and practice of translation. Undoubtedly, motivation plays an important role in this. Learning motivation used in the learning process is characterized by certain properties, such as focus, stability and dynamism.

From a cognitive perspective, motivation is a conscious choice made through a complex decision-making process that compares options, weighs costs and benefits, and assesses the likelihood of achieving desired outcomes.

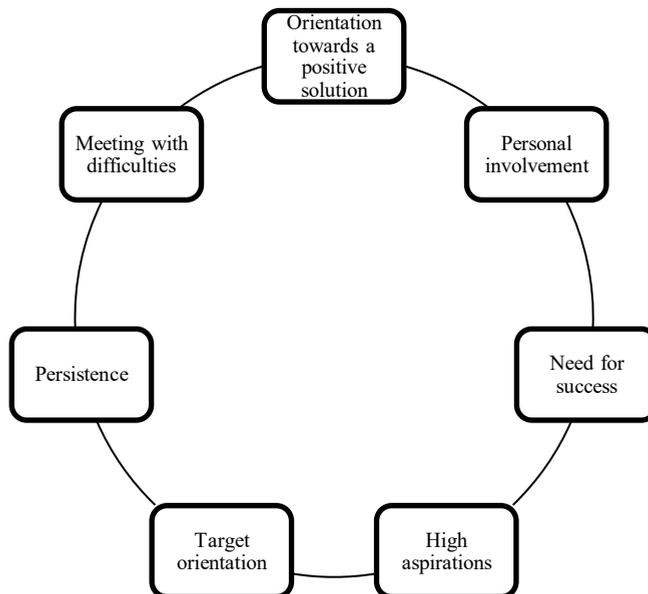
Concerning the effectiveness of cognitive thinking, one can single out a thought as a result of cognitive thinking. When we try to explain something, the thought is contained in our mind as a whole, it does not arise gradually in separate units, as our speech unfolds.

Cognitive thinking is an active process of reflecting the objective world, as well as revealing regular connections that exist in reality, the result of which is the degree of truth, verified in practice [11].

Thus, motivation makes the learning process more attractive and accessible, improves its effectiveness. This explains the interest that causes the problem of motivation among teachers of foreign languages.

Motivation is “a dynamic process of internal, psychological and physiological control of behavior, including its initiation, direction, organization, support” [12].

Before talking about ways to increase motivation, it is necessary to identify the features that characterize a “motivated” student (see Figure 1):



**Fig. 1.** Traits of a motivated learner.

1. Orientation towards a positive solution to the learning problem. The student is full of desire to solve the problem and is confident in his success.

2. Personal involvement. The student considers success to be personally necessary and seeks to strengthen his positive image.

3. Need for success. The student clearly expressed the need to achieve the task, to overcome difficulties.

4. High aspirations. The student is ambitious, strives to meet difficult problems, achieves excellence and high appreciation of his achievements.

5. Target orientation. The student is aware of the goal of learning and directs his efforts to achieve it.

6. Persistence. The student is consistent in his efforts and does not back down in case of temporary setbacks or lack of pronounced progress.

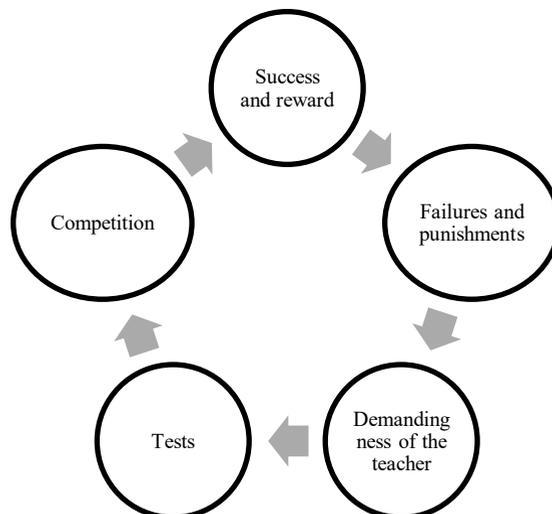
7. Exposure when meeting with difficulties in understanding the educational material. The student is not disappointed in situations characterized by a temporary lack of understanding of the educational material or self-doubt, he has the patience to wait for the moment when understanding and confidence come.

There are various principles for classifying the types of motivation. One of these principles is the definition of the goals of learning a foreign language. In accordance with the goal, "integrative" and "instrumental" motivation are distinguished. The selection of such types of motivation is based on the desire to integrate into the culture of the language being studied or the desire to learn the language for the purpose of career growth.

According to the degree of student's interest in learning a foreign language, one can single out global motivation (full orientation to learning a foreign language), situational (in the context of learning activities in the classroom) and problematic (interest in solving a separate learning task).

The identified types of motivation can be attributed to either external or internal motivation. The basis of external motivation is the influence of external factors, for example, the authority of parents, the need to learn a language in the interests of a career, the desire for self-assertion among their peers, the desire to get good grades. At the heart of intrinsic motivation is interest in learning activities, its attractiveness, the desire for knowledge, cognitive motive.

It is quite obvious that the role of the teacher is variable in different types of motivation. Many factors of external motivation are beyond the influence of the teacher, while the provision of internal motivation depends entirely on his skill and efforts. Before talking about ways to increase internal motivation, which is the most relevant methodological problem, let us briefly dwell on the factors of external motivation formation that are available to the influence of the teacher (See Figure 2)



**Fig. 2.** Factors in the formation of external motivation.

1. Success and reward. This is the single most important factor in increasing extrinsic motivation. Success contributes to strengthening the desire to continue to invest in learning activities, increases self-confidence. The role of assessment is difficult to overestimate, however, the main thing is not assessment, but the awareness of the students themselves of successful activities, moving forward.

2. Failures and punishments. Failure is not simply a matter of wrong answers, but a lack of effort on the part of the student, his inattention and negligence. Failures should be avoided, but that doesn't mean they can be completely eliminated. However, failure too often can reduce motivation. The teacher should maintain a reasonable balance between the successes and failures of his students. Tasks aimed at success are one of the tools for this balance.

3. Demandingness of the teacher. This is another factor in increasing extrinsic motivation. If students complete assignments just because they are afraid of the teacher, their motivation will not be strong. On the other hand, the lack of exactingness leads to a decrease in efforts and, consequently, achievements and, paradoxically, causes dissatisfaction among the students themselves.

The teacher's duty is to push students beyond what they want to do on their own initiative, to the next step in achieving what can only be achieved with the support and help of the teacher.

4. Tests. The stimulating power of the test is self-evident: if learners know that they will be tested on certain language material, they will study it more thoroughly than if they were given the task of simply learning it. Tests can be a useful stimulus if they are not too stressful and are not used too often.

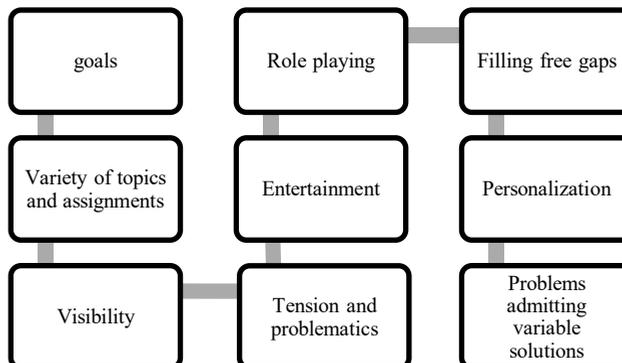
5. Competition. The desire to win the competition can be quite a strong incentive in learning activities. However, the fear of losing can play a negative role for those who are not competent enough. Team competitions are more preferable in this regard, since they do not cause tension and cannot cause negative emotions.

All of the above methods of generating extrinsic motivation can achieve the goal if they are used with care and not rely on each of them individually. In addition, too much use of each of them can lead to a negative result.

Global intrinsic motivation is based on a comprehensive desire to contribute to learning activities for the sake of this activity itself. This motivation is rooted in the formed attitudes towards learning and language, as well as the culture associated with it. This attitude can be further strengthened by the influence of the teacher, who demonstrates his personal views and his passion.

This fundamental orientation is very important, but no less important is the interest generated by each individual task. The role of the teacher in this regard is especially great, and it is necessary to use various methods to maintain the attractiveness of educational work.

These paths are as follows (see Figure 3):



**Fig. 3.** Ways to keep learning attractive.

1. Clear goals. Students should be clear about the purpose of each task, both in terms of language and content.

2. Variety of topics and assignments Topics and assignments should be carefully selected to arouse student interest.

3. Visibility. It is important that students can see something that would fix their attention on the subject or phenomenon being studied.

4. Tension and problematics. Competitive games, timed tasks can stimulate interest.

5. Entertainment. Entertaining moments carry an emotional load, which, in turn, strengthens motivation. Entertainment can be provided by the teacher (jokes, stories) or on magnetic media.

6. Role playing. Role-playing games and modeling of communicative situations are of great interest, as students cease to be themselves and their imagination becomes free.

7. Filling free gaps. The exchange of information interests students and stimulates them to communicate.

8. Personalization. Students are more interested in tasks that appeal to their personal experience, opinions, views, assessments, assumptions.

9. Problems admitting variable solutions. A problem that can cause an unpredictable reaction, a variety of approaches to its solution, arouses great interest and stimulates mental activity and the desire to take part in its discussion.

Thus, by making the task and lessons interesting, the teacher motivates his students. Interest is stimulated not only by careful planning of the lesson, but also by the enthusiasm of the teacher himself. A teacher who is passionate about his subject infects his students with his enthusiasm.

## 5 Conclusions

Thus, in our work, the features and characteristics of the manifestation of motivation were analyzed when using modern digital technologies in education.

The introduction of modern digital educational technologies in the process of teaching foreign languages can significantly increase the interest and motivation of students in learning, expand the desire to participate in such an educational process, regularly attend classes, since the use of such technologies is in the interests of most modern students. Digital technologies in education are transforming the educational environment of your school, giving it flexibility and mobility, and making it possible to study educational material at any time.

The emergence of new learning technologies has led to a change in the concept of motivation, not only expanded it, but also added new aspects. Motivation can influence the expansion of students' communication capabilities, contributes to the desire to increase access to educational and communication resources, and stimulates cognitive activity. The end result of the educational process often depends on the motivation of the student, the factors of its formation and ways to maintain attractiveness.

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