

# **Motivation for learning in the education systems of different countries of the world**

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As pedagogical practice shows, it is not possible to achieve the optimization of the educational process only through the introduction of information technologies, interactive and innovative teaching methods, if students lack or don't have enough motivation for learning and self-development. Under the conditions of the information society, the school and the teacher ceased to be the main source of knowledge, and the range of educational services no longer fully satisfies the parents. One of the main reasons for this problem is the decrease in the educational motivation of students.

Thus, it can be concluded that the actions of teachers, teaching methods in modern conditions have not been effective enough. In this regard, the theoretical and applied developments on the problems of increasing the educational motivation of children, trainees and students become especially topical.

The issue of motivation for learning is extremely important, regardless of the country where the education process takes place. But it should be noted that there are significant differences in Ukrainian national scientific school in relation to the problem of improving the quality of students' knowledge from foreign, in particular American, European and Chinese schools.

Domestic scientists talk about taking into account the interests of the personality of the students as a whole, take into account their motivational sphere, the level of personal claims, as well as its self-organization, will, and therefore general cognitive activity.

In the United States, for instance, the need for an individual approach is of the higher importance, which is usually understood as any form of accounting

for the intellectual differences of students, including typical ones. In relation to pedagogy, the US is usually not talking about one approach, but about many, which are called individual learning strategies. These strategies can be manifested in the following options: 1) from the minimal modification in group training to completely independent learning; 2) varying the pace of learning, learning objectives, teaching material, assignments; 3) the use of the differentiated approach with reference to separate subjects.

With the help of numerous tests students are divided mainly upon their intellectual abilities and real capabilities and do not take into account the educational activity of students. First of all, it manifests itself in English and American schools and universities. But recently, many scholars have opposed a deep differentiation and, above all, the formation of classes on the intellectual abilities of children, believing that this will lead to an inequality of their starting opportunities: it is obvious that students who have in-depth knowledge at school have the advantage of enrolling in university.

Nowadays the Finnish education system is one of the most effective educational models in the world. On average, Finnish school children showed the highest level of knowledge throughout the world. Since the early 1990s, Finland has resolutely abandoned the tradition of dividing pupils into groups (classes, streams, schools) according to their abilities and even their career preferences. For each child an individual training and development plan is drawn up. Individualization concerns the content of used textbooks, exercises, the number of classroom and homework assignments and the time allotted to them, as well as the material being taught. At the lesson in the same class, children perform exercises of different levels of complexity. And they will be evaluated according to their personal level. All are being praised and encouraged. There are no "bad" students. The main thing, according to teachers, is "to motivate, not force to learn."

In August 2016, all Finnish schools moved on to more interactive teaching methods: students are now allowed to choose topics of interest for

themselves and form a course of study based on this choice. The attraction of new technical facilities and sources outside the school - for example, museums or scientists - is an essential element of the new system. The purpose of this teaching model, known as problem-oriented learning, is to give children the skills needed in the 21st century. Among these skills, the most important place is occupied by the ability to critical thinking, the identification of false messages and the ability to resist aggression in social networks. This includes purely technical skills.

A comfortable environment built on the principles of humanism, implying equality and respect for all participants in the process, is the starting point of Finnish success. The defining goal of the Finnish system is to bring everyone to an average level of education with the skills needed in the 21st century.

The education system in China is completely different. It is based on mechanical memorization. Children simply learn a huge amount of material. Teachers require automatic playback, especially not caring about how much the learned material is understandable. In schools, slight corporal punishment is allowed. The motivating moment is the student's performance rating in each class. Encouraging good behavior is an important part of the educational system. The progress of schoolchildren is reflected on the special chart on the board. Competition is encouraged. With this education system, children often develop negative forms of motivation, such as avoidance motivation, fear of punishment or fear of being lagging behind.

According to the latest research of Chinese psychologists (Gao Lin, 2016), the motivation of the teaching of Chinese students is practical and focused on the result of training, career, high mark and social recognition in school. Attention is mainly given to preparing for the future profession. And the level of cognitive motivation is not high enough. So, as practice shows the most effective educational models in the world, the emotional attractiveness of activities, especially cognitive interest and pleasure from the learning process

are important factors of long-term productivity and motivation. Motivation gradually becomes autonomous and becomes more internal. An activity that gives pleasure and is based on both intellect and feelings has a long-term perspective, and also lays the groundwork for skills and interest in the future.