

The development of learning motivation by means of the educational telegram channel

V.A. Ostroverkh, E.A. Kozlenkova, E.A. Gradaleva

Samara State Technical University, Samara, Russia

Background. The rapidly developing information society provides each new generation of students with more and more modern digital learning resources, which affect the organisation of the learning process in the university in general, as well as the learning motivation of students in particular.

Aim. To identify the impact of interactive educational content of a Telegram channel on the development of learning motivation of students.

Methods. Motivation includes internal and external motives. Both groups of motives, in turn, consist of value orientations, needs, goals and interests. We conducted an initial survey of 48 students at Samara State Technical University to find out which learning motives are most important to them. We also analysed 10 existing Telegram Channels that could be used for learning English in terms of the used technical tools and the posted educational materials. After analysing the existing channels, we created our own resource, using all the technical tools of Telegram to post the authorship content. After the students had studied the materials published in our channel for a month, we conducted the second survey.

Results. The initial survey resulted in a ranking of the 5 most popular learning motives that predominate among today's students:

- 1) to become a highly skilled expert;
- 2) to gain deep knowledge;
- 3) to get an enhanced scholarship constantly;
- 4) to get a diploma and

5) to gain intellectual satisfaction. According to the analysis, the most popular technical tools among Telegram channel authors are text posts, audio and files, with only 1 channel using tools such as polls, quizzes and bots. After the second survey of students about the impact of our Telegram channel on their learning motivation, it was concluded that posted materials influence the motive of gaining intellectual satisfaction. Its position in the ranking, according to the respondents, changed from 5 to 3.

Conclusion. Motivation consists of external and internal motives. Internal motives predominate among students. We use the most friendly technical tools in our channel, which include: text posts, audio, files, voice and video messages, videos, files, polls, quizzes and bots. The system of exercises we've created in the form of quizzes helps to develop internal learning motives of students. The Telegram channel influences one of the internal motives — gaining intellectual satisfaction.

Keywords: pedagogics; learning motivation; internal motives; external motives; digital learning resources; Telegram channel; educational content.

Information about authors:

Valerii A. Ostroverkh — student, group 111, Institute of Engineering, Economics and Humanitarian Education; Samara State Technical University, Samara, Russia. E-mail: ostroverkh.va@mail.ru

Elizaveta A. Kozlenkova — student, group 111, Institute of Engineering, Economics and Humanitarian Education; Samara State Technical University, Samara, Russia. E-mail: kozlenkova@yandex.ru

Ekaterina A. Gradaleva — scientific supervisor, PhD (Philology), associate professor of the department of Education, Cross-cultural Communication and Russian as a Foreign Language, Samara State Technical University, Samara, Russia. E-mail: katerina-888@bk.ru