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**MOTIVATION IN THE EDUCATION PROCESS**

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**Abstract:** The process of education in colleges combines academic management and atmosphere, high motivation and professional skills, habits and other positive personal qualities of the students. Raising the level of motivation for learning has a positive impact on the personal satisfaction of achievement, stimulating the absorption of new knowledge and skills to achieve high academic results. It is extremely important for stimulating motivation to maintain the feedback between teacher and student. The study of the attitudes of students and adapting the methods of motivation, through the application of different and new incentives leads to the development of the learning process and improving the quality of education. The purpose of this report is to explore the usefulness of using new approaches to motivation in the learning process. Examples of good practices in maintaining and developing the motivation of students in the specialties "Medical aesthetic care" and "X-Ray Technician" at the Medical College-Sofia are presented.

**Keywords:** motivation, education, students, good practices

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**INTRODUCTION**

The choice of higher education is largely determined by the future professional environment in which a person desires to attain realisation. The decision to acquire a university education is dictated by the person's pursuit of professional development and growth in order to achieve a better social status and life. As part of the structure of the university, college education has the following advantages: on one hand it allows to obtain a degree of higher education, and on the other hand, for a shorter period (3 years) to develop professional competence with the possibility of quick and successful implementation of the labour market. Although the motives for studying in a college structure are good enough, there is often a change in the strength of initial motivation in the learning process. In today's learning environment, maintaining motivation throughout the learning period is perhaps the greatest challenge to educators. Along with the conventional methods to increase motivation (suitable learning environment, realistic goals, initiative learners, feedback, encouragement and more) it is necessary to review and develop approaches to their application.

**AIM**

Determination of the usefulness of applied new approaches for motivation in the process of the education in the specialties "Medical aesthetic care" and "X-Ray Technician".

**MATERIALS AND METHODS**

For the purposes of the study documentary, survey and statistical methods were used. The presented data are excerpts from conducted surveys concerning the education in the specialties "Medical aesthetic care" and "X-Ray Technician" at the Medical College-Sofia. The survey was conducted in 2018, among students in the 2nd and 3rd year of both majors. The main criteria for the selection of the respondents, in this anonymous survey, is the learning course and the voluntary participation of the students. The study is part of a project of the Medical University-Sofia, Medical College „Yordanka Filaretova“, in the competition „Building an infrastructure for research at the Medical University-Sofia“-2018.

**RESULTS AND DISCUSSION***Motivation and learning*

Motivation encourages students to seek, request, transform and exploit knowledge. It is associated with the desire to participate in the learning process, but also affects the causes that underlie active participation in the academic activities. Although students may have the same motivation to perform a task, the reasons for their motivation could

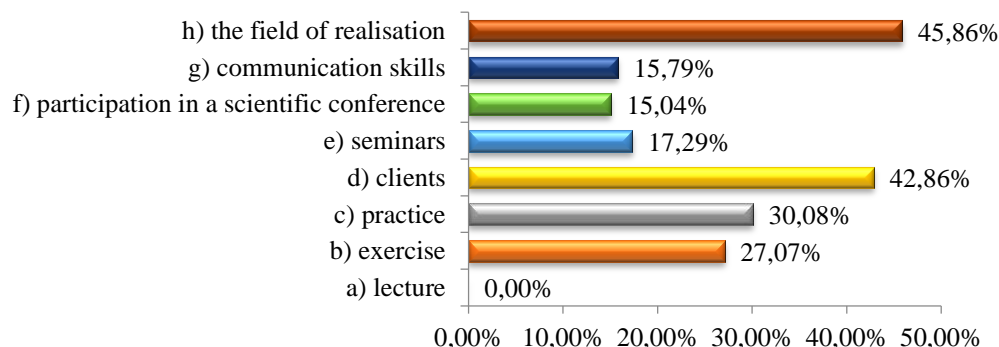
be different. For example, when a learner is internally motivated, he or she engages in an activity for its own sake or for the satisfaction in its performance. And in another case where the student has no internal motivation he/she is committed to the work-task just to get a reward or avoid some external punishment.

*Motivation factors*

Our observations show that the level of motivation for student's learning is relatively high. Almost all freshmen start with great ambition, strong motivation for achievement and the will to succeed. But often after the first year initial enthusiasm and motivation change, leading to a reduction of those wishing to attend lectures, exercises and seminars, with a strong overall decline in academic performance. To improve motivation and incentives to help maintain interest in the learning process, we have created new approaches to motivation. Depending on the interests and wishes of the students in each of the two majors additional educational forms to stimulate the desire to learn were implemented.

The survey (figure 1) among students of specialty "Medical aesthetic care" (28 respondents) about the nature of the motivating factors in education, yielded the following results:

**Figure 1.**  
**Motivating factors in education**



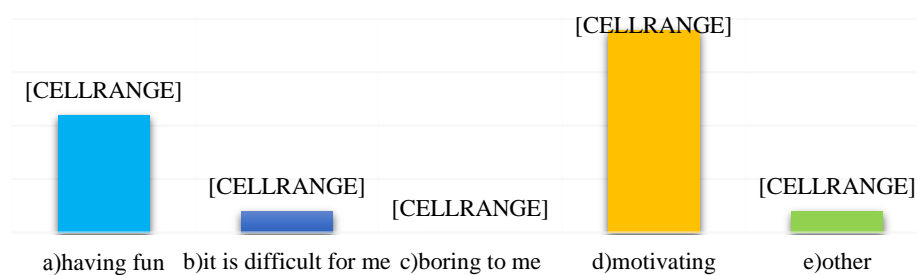
\* The sum of the percentages is greater than 100 since the respondents gave more than one answer

The greatest motivating factor for all who answered this question is the sphere of realization (45.86%), followed by the factor of working with clients (42.86%). Exercises (27.07%) and practice in the base (30.08%) showed medium values. It is noteworthy that practical orientation and desire for good professional realization are the leading motivation factors of the respondents.

To meet the needs for motivating learners, we created a training project "Learning by acting in a real working environment". In it, students have the opportunity to work in real-world conditions, with real clients and to achieve real results. The project includes various learning activity forms and provides: development of adaptive abilities of students in terms of real working environment; gaining professional experience and independence; teamwork and dealing with unforeseen difficulties; in some cases additional financial support - through paid internship, part-time commitment to the practice and others.

After experimenting with several teaching forms of the „Learning by acting in real work environment“ project, we asked students to indicate how they felt while participating in them. (figure 2)

**Figure 2.**  
**Emotional state of students in the participation in the method "a real working environment"**



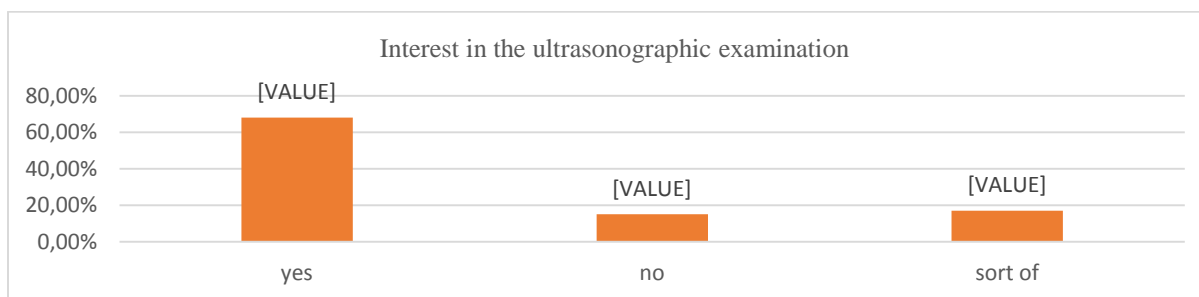
\* The sum of the percentages is greater than 100 since the respondents gave more than one answer

The respondents stating that their participation in the project motivates them, present the largest percentage (68%). The method itself "real working environment" enables the implementation of various forms and approaches to learning, which is important for the learning process. In view of its usefulness in the aspects considered, the method

has its place in modern learning conditions. In this way the motivation can be maintained and developed for the benefit of the learners.

In the study of students in the "X-Ray Technician" (53 respondents) on motivational incentives, it turned out that they had different needs for motivation than the previously studied specialty. The results show that for them additional qualification and the opportunity to increase their professional competence during their basic education is the leading incentive in their motivation.

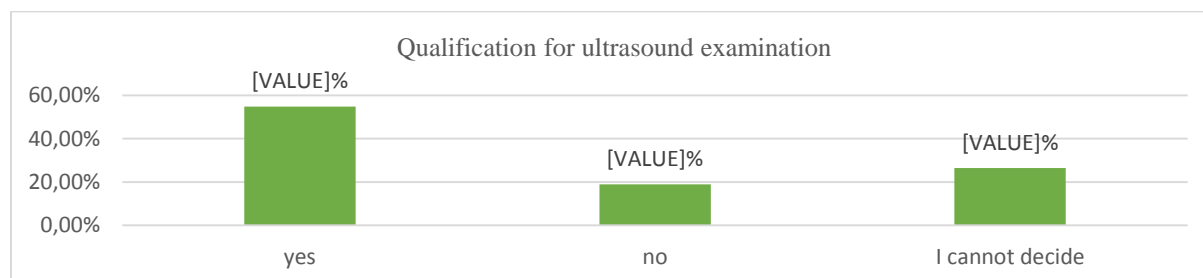
Given the disciplines studied and the options for building additional professional skills, we have provided an opportunity for students to focus their attention on ultrasonographic examination. (figure 3)



**Figure 3. Interest in the ultrasonographic examination**

The results show that nearly 68% of respondents are interested in the depth study of the ultrasound examination method.

In order to clarify the level of interest in the method, we asked the participants to indicate if they would like to obtain further qualification so that they could conduct an ultrasound examination alone. (figure 4)



**Figure 4. Qualification for ultrasound examination**

The data obtained show that the share of those who wish to acquire this type of training is relatively high (54.72%). As a result of the high interest in student learning and the opportunity to develop the curriculum and programs of the specialty, we have created a training form for ultrasound examination for "X-Ray Technician" programmes.

The preparation of the curriculum, the opening and equipping of an ultrasound study cabinet, as well as the development of pedagogical models of training and the performance of the training itself, are being implemented through a project of the Medical University-Sofia, Medical College „Yordanka Filaretova“, in the competition "Building an infrastructure for research at the Medical University - Sofia-2018"<sup>1</sup>.

By implementing this innovative form of learning, the student's motivation needs are also met. It provides direct and long-term benefits in professional development, which in its turn is a good incentive for the students.

From the examples discussed above, it can be concluded that motivation is leading in the development of the learning process and the ones participating in it. The variety of methods and approaches to increase and maintain motivation is extremely large. But first comes the study of the group of trainees, with an analysis of its motivation needs, interests and desires. No matter how good the model of incentives is if it is appropriate and does not correspond to the views of students, then its application would be unsuccessful.

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**CONCLUSION**

Motivation for learning refers to the personality states that provide motivational energy towards the realization of specific behaviours and the achievement of previously set goals in the learning process. An extremely important aspect of the motivation to learn is to receive direct and adequate feedback in the learning process between purposeful actions, quality and peculiarities of the results obtained. Proper organization of the learning process contributes to building a positive motivation for learning, development of cognitive interests, which once formed, become effective personality factors for improving the quality and effectiveness of learning activities. On the other hand, the chance of different elements of motivation methods and approaches to be modified and adapted makes them successful flexible in different situations and groups of learners.

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