



# The Potential of Motivational Technologies in Humanities Education

## El potencial de las tecnologías motivacionales en la educación en humanidades

SOSNOVSKAYA, Irina V. 1; SOSNOVSKIY, Ilia Z. 2; NIKONOVA, Nadezhda I. 3; ZALUTSKAYA, Svetlana Y. 4 & GALITSKYH, Elena O. 5

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#### ABSTRACT:

The article explores the specific features of information perception, characteristics of consciousness and thinking of modern students who use social networking sites. By explaining some principles of information organization used on social networking sites and the impact of media communications on the perception and world view of a modern young person, the authors identify modern methods and techniques for organization of the educational process that take into account the key sociocultural factors of the present day.

**Keywords:** humanities education, motivational technologies, emotional-evaluative stimulation, advertising technology, method of problem-posing, mind map

#### RESUMEN:

El artículo explora las características específicas de la percepción de la información, las características de la conciencia y el pensamiento de los estudiantes modernos que utilizan los sitios de redes sociales. Al explicar algunos principios de la organización de la información utilizados en los sitios de redes sociales y el impacto de las comunicaciones de los medios de comunicación en la percepción y visión del mundo de una persona joven moderna, los autores identifican métodos y técnicas modernas para la organización del proceso educativo que tienen en cuenta la clave sociocultural Factores de la actualidad.

**Palabras clave:** educación en humanidades, tecnologías motivacionales, estimulación emocional-evaluativa, tecnología publicitaria, método de planteamiento de problemas, mapa mental.

## 1. Introduction

Modern information space, specific features of its structure and organization shape a certain dialectic of communication and symbolic thinking that is characterized by a technological pattern of perception. Important requirements for infospace are the priority of convenience, rapid switching and high speed of perception. With the advent of new communication media that marked the "electric age" (McLuhan, 2003), certain changes are taking place in the process of communication as such. Social communication is becoming increasingly dependent on the opportunities of technical means and is determined by them as well. This leads to an "almost instant burst of opportunities related to consumption of information" (Luhmann, 1997) induced by technical equipment. Under such conditions the brain gets used to short blocks, unexpected

connections, quickly changing flows and visual support of information that highlights the sectors of data important for the recipient, creates a kind of visual plot of perception and thus motivates the recipient for cognitive activity.

The shift in traditional linear perception typical of a book reader is indicated by the specific character of telecommunications, where the text is presented within a short period of time and includes not only words, but also the plot, image, and color — the full range of audiovisual codes. All these factors underlie difficulties in the perception of information by young people if the data are presented with the help of traditional homogenous monological reproductive methods and technologies. In fact, everything that a modern student has to listen to or read does not motivate them for learning, activate their thinking or artistic imagination.

M. McLuhan explains the specific features of the communicative space in modern society by overheated communication channels and suggests viewing engagement of a person in the cognitive process as a perception parameter. McLuhan classifies the media into hot and cold. Hot media involve not only a certain type of text creolization and extension but also a particular type of relationship between teachers and students. The dominant features of such relationship are emotional intensity, creativity, heuristicity, problematical character and reflexivity.

In this connection, pedagogical and methodological sciences experience increasing attention of researchers to the study of the issues connected with motivation and engagement in the learning and cognitive activity, as well as the search for more effective methods and technologies that can improve the educational process in line with the current sociocultural situation. The ideas of technologization of the educational process from the perspective of its optimization and adjustment to the specific features of consciousness, thinking and perception of modern school and university students are presented in the works by researchers in the sphere of pedagogy (Masharova, 1999; Yanovskaya, 2007; Kraevskii and Khutorskoi, 2008; Galitskikh, 2018; 2004; Dunn and Kennedy, 2019; etc.). The starting positions of this research are based on the following conceptual provisions and principles:

- the principle of the humanistic orientation of education that suggests the development of personal competencies that are necessary for the person and society;
- the principle of informatization of education, i.e. creation of an information space that performs training, educational and motivational functions;
- the principle of productivity and heuristicity of education, which consists in “augmentation and creation of new knowledge” (Kraevskii and Khutorskoi, 2008);
- the principle of contextual teaching and learning suggesting that the educational process is based on situations that stimulate the learning activity and promote self-identification of students;
- communicative approach in education, which is implemented through the creation of an effective and nature-aligned learning environment based on specific features of consciousness and perception of the recipient;
- the principle of educational reflection, whereby the educational process is perceived by learners as significant for their personality and necessary from the creative perspective.

These principles and premises underlie many modern creative technologies meant to involve a person in the process of education, cognition, and creative activities.

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## **2. Methods**

### **2.1. Method used**

The methods used in this research rely on the student-centered, problem-based activity, developing and creative approaches. Other methods used include theoretical analysis, pedagogical and methodological experiment, synthesis of experience, processing statistical data, focused observation, and conducting surveys.

### **2.2. Characteristics of the research base**

The research was carried out in 2019 among second and third-year students of the Pedagogical Institute of the Irkutsk State University (Irkutsk, Russia). Ninety students of the Department of Humanities and Aesthetics studying for a degree no. 44.06.01 “Education and Pedagogical Sciences” took part in the survey.

Apart from that, 46 second-year students of the Philological Faculty of the North-Eastern Federal University (NEFU) (Yakutsk, Russia) were also asked to complete the survey.

### 2.3 Analysis of the reasons for weakening motivation for studying among students and identification of conditions that encourage motivation.

The students were asked to answer two questions of the survey:

1. Why do students lose the desire to study and acquire new knowledge?
2. In your opinion, which conditions nowadays promote interest and motivation for learning?

Objectives of the survey:

- to identify the essential reasons for the weakening of motivation for learning and obtaining new knowledge among modern students;
- to identify the conditions that restore and promote motivation for learning, according to modern students.

## 3. Results

The results of the research are represented in Tables 1 and 2.

**Table 1**  
The reasons behind the weakening of motivation for learning, %

Options	Share, %
Unchanging teaching methods	32.5%
Large amount of information	31.3%
Difficulties in studying the content of the discipline	29.1%
Uninteresting, boring classes	28.7%
Vague requirements and assessment criteria	16.2%
Wrong choice of future profession	13.8%
Lack of self-discipline	13.8%
Exhaustion, emotional overload	10%
Other	7%

As can be seen from Table 1, most respondents (32.5%) mention unchanging teaching methods and techniques and point out the monological and reproductive character of teaching new material, as well as the weakening connection between the teacher and audience. The students indicate a large amount of new material that is difficult to study using traditional methods. These reasons also explain the difficulties in studying the content of the discipline. Lack of emotional engagement and personal involvement of the teacher in the presentation of new material, deviations from the topic of the class, frequent revision of the covered material and vagueness of the aims and structure of classes make them uninteresting and often incomprehensible for modern young people. It is very illustrative that internal reasons behind the weakening of motivation (exhaustion, disappointment with the chosen profession, stress, feeling unwell, different life priorities, etc.) were mentioned by a smaller percentage of students. It suggests that modern young people are oriented towards acquiring new knowledge and professional competencies in an interactive and creative rather than reproductive educational format.

**Table 2**  
The conditions that promote motivation for learning, %

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Options	Share, %
Interesting materials, new original ideas	35.5%
Interactive teaching methods and techniques	33%
Involvement of students in the discussion of the topic	30.5%
Promotional and emotionally expressive teaching style	25.7%
Comprehensible explanations	22%
Encouraging and supporting students	20.8%
Change of scenery during the class	11.8%
Usage of videos and presentations	9%
Individual approach	7.8%
Other	7%

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**Table 3**  
The chosen literary source, %

Options	Share, %
Classical Russian literature	8.7%
Modern Russian literature	4.3%
Classical foreign literature	29%
Modern world literature	58%

Analysis of the answers given by the students when they were asked the second question shows that the highest percentage of the respondents value interesting new original content, active methods of studying it, various forms and ways of conducting joint discussions of educational materials (Table 2). The students also mentioned the necessity of discussions, dialogs, problem-based methods, blitz activities, brainstorming, storytelling, promotion of new ideas, books, learning materials and other interactive teaching techniques.

The results of the research have identified some specific features of consciousness and perception typical of modern students. The informational civilization and game-oriented clustered consumption of information radically change the perception of a modern young person who is an active user of social networking sites. Nowadays, the recipient gets any material in a scattered mosaic way, often in several discourses at the same time. More and more frequently short blocks of information in the form of posts and blogs, as well as advertising and other creolized texts, are becoming a customary tool for comprehension of the informational reality.

A student, who is now immersed in the space of Internet communications, finds it difficult to perceive educational materials in a linear sequence and presented verbally in a reproductive way. "The conflict between the text-oriented student and the clip-oriented student as a "product" of screen culture leads to the opposition between two types of thinking — logically structured and iconic (Kazakova, 2016). A modern student perceives the reality and thinks in a different way, with the help of a new structure of metalanguage where compact figurative texts that are not connected between each other and just imply some kind of connection, are oriented towards originality, unexpectedness and novelty. In this context, the theory of "hot and cold" media

developed by M. McLuhan (2003) is noteworthy. Traditional sources of information (reproduced lectures, academic textbooks, large fictional texts, scientific texts, critical articles, etc.) represent "cold" communication media. However, any type of information can have a "hot" extension if it is presented as a problem, discussion, news report, gripping story, creative task, etc.

Based on qualitative analysis of the survey results the following conclusions have been drawn:

- reproductive, explanatory and illustrative organization of education has been used up to the present moment;
- reproductive approach to education weakens the interest in acquiring new knowledge, limits the willingness to conduct independent research, exploration and creative activities;
- studies based on "cold" communication channels that come down to repetition, memorizing and reproduction of the received information rather than its comprehension and creative adoption, weaken students' motivation for learning;
- identified specific features of perception and thinking typical of a modern young person determine the necessity of looking for new motivational methods, techniques and technologies to be used in education in order to create an active communicative environment for teachers and their audiences.

In this case, what is meant is the opportunity and need to use a metalanguage that allows teachers to address a modern student and that can become a tool for activation of perception, comprehension, cognition and interest in learning.

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## 4. Discussion

In connection with serious changes in the higher education system and the introduction of new Federal State Educational Standards, many aspects of higher education in the sphere of humanities are reconsidered and transformed. Against a backdrop of active technologization and formalization of education, intensive digitalization of the society and reinforcement of the pragmatic dependence of young people on the information environment, the role of technologies that address the emotional and motivational side of personality for the purpose of the most active involvement of students in the learning process grows. Along with other problems, the issue of motivation for learning is very challenging nowadays, since the key feature of education is the degree of emotional maturity, which manifests itself in the level of development of the comprehension ability in students, their value-based attitude to knowledge and willingness to learn and explore something new. The development of these qualities to a large extent depends on the maturity of the person's emotional sphere. Apparently, within the framework of the educational process, the emotional component of the learner's activity is always connected with the cognitive aspect and determines it, since emotions definitely play the leading role in the process of more effective acquisition of knowledge and activation of the interest in studying. One of the educational technologies that helps to solve this problem in the most comprehensive and systematic way is the technology of emotional or emotional-evaluative stimulation suggested by M.G. Yanovskaya (2007).

According to M.G. Yanovskaya (2007), the theoretical framework for emotional-evaluative stimulation is a set of ideas resulting from theoretical analysis and pedagogical experience expressed in the form of goals, principles and content of the pedagogical activity, that are focused on emotional and creative development and self-development of students. The aim of emotional-evaluative stimulation is "activation of the students' emotional sphere in the course of the educational process as a prerequisite for balanced influence on the rational and conceptual aspects of personality, on the one hand, and the emotional and volitional aspects, on the other hand". The theoretical framework underlying this technology is the concept of humanizing and humanization of education by S.A. Amonashvili (1990) and V.P. Zinchenko (1995), the theory of emotional-evaluative stimulation suggested by M.G. Yanovskaya (Yanovskaya, 2007; Yakovleva, 1997), the theory of situational teaching (Slastenin, et al, 2002), the theory of problem-based teaching (Makhmutov, 1975), etc.

Emotional stimulation is a flexible set of means that focus on the needs and motivation of students and cause feelings, attitudes or actions corresponding with the pedagogical objectives. The technology of emotional stimulation in the context of teaching humanities should be understood as pedagogical modeling of situations that are emotionally significant for the personalities of students, situations of creative interaction filled with emotional incentives, which increase the effectiveness of the educational process by supporting and reinforcing the sense-making motive.

Undoubtedly, methods and techniques within the framework of this technology can “heat up” the customary channels of communication with scientific knowledge, which are “cold” from the perspective of a modern student. One of the key concepts of this technology is an incentive: “An incentive is a strong stimulating factor, internal or external, that elicits a response or triggers an action and addresses primarily the emotional sphere, causing the following reactions in students: emotional response, empathy and, as the highest result, shaping socially valuable and personally significant behavioral patterns” (Yanovskaya, 2007).

M.G. Yanovskaya suggests the following system of incentives that can be considered the foundation of the emotional-evaluative technology:

- 1) problem-based and exploratory;
- 2) emotional and figurative;
- 3) game-based;
- 4) competitive;
- 5) evaluative and reflexive (Yanovskaya, 2007).

The task of this system of incentives consists in the actualization of the emotional and cognitive sphere of personality and development of stable positive motivation for the learning process. This classification allows the teacher to model the training through organization of different types of situations that motivate students for cognitive processes:

- situations that involve paradoxes and novelty;
- empathic situations;
- communicative and conversational situations;
- discussions;
- game situations;
- emotional and figurative situations;
- problem-posing situations;
- reflexive situations.

Let us consider the practice of organization of a problem-posing situation based on study materials and the usage of the problem-based and exploratory incentive in the Teaching Methodology (Literature) classes in the third year of the Department of Humanities and Aesthetics within the training program no. 44.06.01 “Education and Pedagogical Sciences” at the Pedagogical Institute of the Irkutsk State University.

We are going to construct a problem situation based on looking at the topic “Methodology and specific features of literary analysis at school”. The discussion about the specific features and the necessity of conducting literary analysis in literature classes at school has been underway from the beginning of the 20th century and up to the present time. We offer students to familiarize themselves with the following cases.

## **Case 1**

At the beginning of the 20th century, some acquired and established practices of analysis of literary works were used in literary criticism. Methodologists were implementing them actively. However, back at that time, those who were against analysis of literary work in school classes made a statement. Yu.I. Aikhenvald (1922) and M.O. Gershenson (1919), who called themselves intuitivists, believed that analysis of a literary work ruined “a living thought”, killed “a living word”. In his book “Pokhvala prazdnosti” (“Praise of Idleness”) Yu.I. Aikhenvald writes: “Carcasses and skeletons will enter the room, schemes and plans will also penetrate inside, but the beauty, i.e. the soul of art, will evaporate irredeemably. Literature travels from soul to soul, so what happens is playing on very delicate strings, and the training instrument is too rough... A poet should be more suitable here than a teacher”. M. Gershenson called a literary work “a mystery” and “an enigmatic picture” that can be understood and comprehended only due to the intuition and insight. “The main task consists, as it has been said above, in the integral and immediate perception of a literary work by a student, in a probably passionate and deep reading of it, and definitely in nothing else”.

## **Case 2**

The opposition between methodological approaches to analysis of literary works in class in the first decades of the 20th century can be considered the beginning of further discussions about school analysis: whether a literary work should be read or analyzed in a literature class. For example, at the All-Russian Teachers Congress in June 1960, A.T. Tvardovsky highlighted the importance of the first perception of a literary work through expressive reading and called the class hours designated for teaching literature "the hours of elation, emotional uplift and moral enlightenment". In such classes students should not analyze the text "with a pencil in their hands", but "get carried away by reading as a process of joyful interaction with a book". This point of view was supported by quite a large group of critics and teachers of literature. In 1980, in the newspaper "Literaturnaya Gazeta", the writer Yu. Nagibin came down in favor of analysis. In the article "It is necessary to teach reading!" he claimed that in the course of first reading a lot escapes the attention of young readers. It is possible to teach students to read thoughtfully only by developing the skill of analyzing the text as a unity of form and content and the ability to feel the author's position in everything.

So, which way to go: read and enjoy the initial perception or read and analyze a literary work by deepening the initial perception? Is analysis of literary works necessary at school? Doesn't it destroy the emotional impression of what has been read? (Romanicheva and Sosnovskaya, 2019).

Relying on the problem presentation of the material contained in the cases, students have to choose their position and decide which point of view they are ready to defend. By building a system of arguments, debating with each other and listening to the teacher's arguments, students take a close look at the topic of the class and learn to understand specific features of literary analysis carried out at school and characteristics of the used tools. The result of the problem-based and exploratory work conducted by students is writing and delivering their speech devoted to the examined topic.

Another example of motivation for independent learning and cognitive activity conducted by students is organization of a problem-based situation on the topic "Which aspect of a modern literature class is the first priority: knowledge or moral upbringing?" Students are offered to familiarize themselves independently with controversial opinions about the issue of higher priority of a particular aspect of a literature class expressed by advocates of the human-oriented approach to teaching literature (E.N. Ilin, I. Klenitskaya) and an advocate of the knowledge-based approach L.S. Aizerman. In the material suggested for consideration, it is necessary to identify key ideas, the clash of which is the prerequisite for the creation of a problem-posing situation.

– "I am convinced that a book included in the school curriculum, primarily and to a greater extent, represents an ethical issue rather than a piece of theory and history of literature. ...I believe that in a literature class the cognitive aspect is not a goal in itself, but a prerequisite for a start and acute development of an ethical issue as ethical knowledge" (E. Ilin);

– "...Serious literary criticism is necessary in literature classes, even if after graduation from school students are not going to enter humanities universities. Any science, including literary criticism, is just the same living and developing organism as art and works of great literary critics require the same level of creative participation as works of great writers (L. Aizerman).

Besides, students get acquainted with the article "Zachem?" ("What for?") in the journal "Literatura v shkole" ("Literature at school"), 2010, no. 17, by I. Klenitskaya, a teacher of literature in Moscow school no. 179, and reviews of the article written by literary critics and teachers of literature published in further issues of the journal (Marantsman, 2019). The result of the work carried out by students is a pair or a group talk in any of the genres: "An interview with the teacher", "A news report from a class", "Open mic" or "Mini-debates". The talk should be based on made-up examples that illustrate the priority of a particular view.

The described cases show that the technology of working in the context of a problem-posing situation based on study materials is implemented according to the following algorithm:

- choice of study material for the creation of a problem-posing situation;
- identifying the opportunities of problem posing;
- establishment of a problem-solving and communicative space in the class;
- developing arguments based on the process of finding solutions to the problem situation;
- finding a way out of the problem situation;
- possible creation of a creative product.

In the context of this research, situations involving problem development of study material using the technology of emotional-evaluative stimulation can be viewed as a tool that helps to form

universal cultural and professional competencies in students and motivates their learning and cognitive activity.

Motivation for active perception of information about professional activity was technologically presented in the methodological workshop "The image of a modern teacher in the mirror of artistic reflection", when students of the Vyatka State University, future teachers of literature, were offered 15 cases of different genres (a scientific article, a sociological study, an essay written by a school student, short fiction stories, book chapters, memoirs of a teacher, advice given by a teacher, an extract from a pedagogical diary). The focus of each text is the figure of a teacher and the problem situation connected with their activity. The task set for students was to choose six texts and analyze them in order to identify the main ideas and key quotes and create a mind map. At the final stage, a student summarizes the "pedagogical insights" that make up the image of a modern teacher.

The mind-mapping technology motivates students to share the resulting mind maps, contemplate the future of reading, analyze the priorities of their professional training in an open emotional manner and creates the conditions for the incorporation of the advertising technology into the educational process.

Advertising is inherently meant to motivate a person for activation of the cognitive process and development of a "proper full cognitive system" (Mudrov, 2005), which includes, among other components, perception, comprehension, replenishment and interpretation of information. An advertising text implements another function — the communicative one (Glossary of educational technology terms, 1986). It involves the consumer in a dialog (Galitskikh, 2018; 2004), dialog about life, immediate problems of the world, about oneself and other people.

The advertisement used in the polylingual educational process gains significance also as a cultural phenomenon, "its peculiar embodiment with all uniqueness and national color that each linguoculture tries... to translate to other peoples and cultures" (Mamontov A.S., Moroslin V.P., 2016). It allows the teacher to model education in the context of a dialog between cultures in order to develop communicative competencies, satisfy the culturological needs of students, stimulate and motivate their cognitive interests. In this case, an advertising text is used as a study material, a content component of training with a rich didactic potential or becomes the end product of student's "professional and creative" (Sharshov, 2005) activity.

The advertising technology has been tested in the practice of organization of educational activity in the sphere of teacher training in the North-Eastern Federal University for the purpose of motivation of students — future teachers of the Russian language and literature — for reading. Applying the technologies of organization of sociocultural and cognitive activities, including the advertising technology, helps to encourage students to read and communicate with books. The technology was tested in 2018–2019 within the framework of the implementation of the sociocultural project "Reading university", the main goal of which is the establishment of a reading environment at higher education institutions. Implementation of the task involves, among other things, engagement of students in active creative activity aimed at promotion of reading among different segments of the target audience: school students, school graduates, people of their age, teachers and general public, since "for good (literary) education a strong professional community of teachers and university specialists is necessary" (Witte, 2018). An example of such creative activity can be the creation of an advertising text for a banner that motivates students to read books.

Let us analyze the effectiveness of the advertising activity of students aged 19–20 studying for a bachelor's degree within the training program "Pedagogical education" (including two training profiles). The number of participants of the study: 46 second-year students from a total of 49 people studying in the second year at the Philological Faculty of the North-Eastern Federal University. Gender composition: 13% males, 87% females. Within the time period from 24 to 30 January 2019, the students were given a task to write an advertising text for promotion of a book among young people of their age. The main purposes of organizing the study of the products of advertising activity conducted by students (advertising texts) were the engagement of students into a creative process that motivated their reading activity and development of professional skills necessary for teachers — motivators and organizers of reading among school students. The participants of this experiment were informed of the main requirements applied to the texts: taking into account the age-specific features of the target audience when choosing the book and the means of advertising impact, conciseness, emotional intensity, creativity, effectiveness of the chosen graphical means of influence on the recipient's perception. The above-mentioned requirements were the main indicators of effectiveness achieved by the advertising creative work



carried out by the students as a motivator of their reading activity. Besides, the students' creative works allowed us to identify the relationship between their reading activity and literary preferences.

As shown in Table 3, the majority of the students (58%) are ready to advertise (which means that they are acquainted with) modern world literature, which can be explained by their reading interests. 29% of the students chose classical foreign literature. Russian classical literature (8.7%) and modern Russian literature (4.3%) are not at all interesting as advertising objects (therefore, they are of no interest for reading either).

The great role of screen adaptations of books in terms of students' reading preferences is confirmed by the fact that 25 of the 41 advertised books had been made into films. This is due to the fact that the visual language of cinema is clear for everyone (Marcus, 2005). Screen adaptation is a type of indirect advertising; "if the genre of the film corresponds with the genre of the initial literary work, it is one of the best ways of promotion of the book towards the reader" (I.V. Yarova, 2010). The interest in books made into films is explained by the fact that in the modern culture such texts do not exist on their own — rather, they are perceived in the context of their screen adaptations. When such films are advertised, the following "magnet words" are used: "based on a best-selling book...", "based on real events...", "inspired by..." As a result, such literary works become recognizable for the young audience, but they do not always help to develop a taste in literature and art and critical thinking in young readers and spectators.

Analysis of the content of the advertising texts written by the students has shown that all of them contain the key component of a book advertisement — an annotation, or a blurb. It motivates the reader and forms their desire to get acquainted with the book. 63% of the texts contain all classical elements of an annotation: "summarized contents, characteristics of the book, and distinctive features of the author's creative work" (Entsiklopediya knizhnogo dela [Encyclopedia of book industry], 2004).

In order to advertise modern world literature, the students used summary annotations, the purpose of which is to introduce the reader to the characters, the genre and the plot of the book. For example: "This book tells a lot about the culture and history of Afghanistan illustrated by the lives of two women, which were full of pain and suffering" (Khaled Hosseini "A Thousand Splendid Suns"). Advertising of serious classical literature is built as a review with the standard means of influence: positive evaluations ("unique style", "a genius of his/her time", "a creator"), figurative comparisons ("the characters — the universe"), circular structure ("the lost generation" — "from generation to generation").

32% of works handed in by the students address age and gender-specific features and tastes of the target audience. For example: "for high-school children, may be suitable for students", "suitable for readers of any gender, but not recommended for children under 16, since there are scenes of violence"; "for a person who has contemplated the purpose of life"; "for a person who is looking for inspiration", "for readers from 0 to 99", "not recommended for highly sensitive people and pregnant women", etc. In 45% of the advertising texts there is a slogan calling to action: "Open a new universe!", "We are much stronger than we think. Take a risk and read it!", "A novice must accept the fight", "Have good flights and soft landings!", etc.

Advertising texts influence the reader not only through verbal means but also through nonverbal ones. 60% of the proposed advertising layouts are full of bright vibrant colors. The text is accompanied by a bright book cover in 32% of the works; illustrations by famous artists or film frames — 21%; a portrait or a photo of the writer — 13%; the title of the book highlighted with the help of original fonts and colors — 86%; a color logo of the publishing house — 6%. Apart from that, some works contain original language means to influence the reader. For example, in order to advertise the epic novel "War and Peace" by L.N. Tolstoy, the author created a series of pictures (a young man rides a bicycle, puts spokes in the wheels, falls off the bike) and added the following comment: "When you're a fallologist, but haven't read "War and Peace". The students were able to synthesize wordplay, an idiom ("to put a spoke in the wheel") and a picture.

Analysis of the creative works handed in by the participants of the research has shown that modern world literature is popular with young people. Screen adaptations become a powerful sociocultural phenomenon that forms the reading fashion among students. However, their reading preferences are limited to "trendy" mass literature. For many students, it is the screen adaptation that plays a decisive role when they are choosing a book to read. Therefore, it is necessary to use screen adaptations as a way of promotion of books and reading among the youth, but with immediate professional participation of teachers, parents, librarians, etc. The main form of the book promotion is a modified annotation, the specific feature of which is that it does not only

provide information but also shapes the recipient's value system. By unveiling the plot of a book to the reader, "the author of a review forms a certain reader's opinion about the book and consequently affects the reader's decision whether to buy the book or not" (Bicharova, 2010).

To sum up, the learning assignment to create an advertising text and layout for a book should be used in the educational process at higher education institutions as an effective means of motivation of students' reading activity (11% of the participants read new books in order to advertise them; 32% of the students reread books they had already read before; 37% watched a screen adaptation one more time; 18% watched new screen adaptations of literary works) and as a type of project work that develops professional competencies necessary for future teachers – organizers of reading among school students.

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## 5. Conclusion

To conclude, let us summarize the result of familiarization with motivational technologies as the most effective experience of communication between the teacher and the student.

The intensity of changes taking place in the society leads to a growing need for theoretical reflection on the motivational potential of modern technologies and looking for new pedagogical conditions that will ensure the effectiveness of the educational process. Development of modern didactic methods, teaching techniques and forms of the learning and cognitive activity conducted by students should be focused on the motivation of the cognitive process.

Changes in the motivational sphere of students involve their cognitive process: it is becoming emotional, conscious, technological, creative, oriented towards personally significant results of learning. Future teachers build their own experience of finding solutions to study problems and making unconventional decisions. The effectiveness of such learning depends on three main conditions:

- the state of the audience that is determined by the positive mindset of students and their willingness to acquire new knowledge;
- the choice of strategy that determines the style, methods, ways and techniques of presenting information;
- the content of cases, the effectiveness of absorption which is determined by novelty, relevance and originality of the material.

The didactic resources used within the modern educational process involve methods and technologies of creative, problem-based and exploratory, activity-based, emotional-evaluative and student-centered nature. They create a motivational learning environment that contains the necessary conditions for the professional development of students.

Therefore, the potential of motivational technologies in humanities education is oriented towards the formation of an active self-developing personality capable of intellectual and creative initiative, meaningful and effective communication.

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1. Irkutsk State University, Karl Marx Street, 1, 664003, Irkutsk, Russia
  2. Irkutsk State University, Karl Marx Street, 1, 664003, Irkutsk, Russia
  3. M.K. Ammosov North-Eastern Federal University, Belinski Street, 58, 677007, Yakutsk, Russia
  4. M.K. Ammosov North-Eastern Federal University, Belinski Street, 58, 677007, Yakutsk, Russia
  5. Vyatka State University, Moscow Street, 36, 610000, Kirov, Russia
- 

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