

наочність матеріалу; вивільнити викладачів і студентів від нетворчої другорядної і допоміжної діяльності.

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THE MOTIVATED STRATEGIES FOR LEARNING QUESTIONNAIRE AS AN EFFECTIVE INSTRUMENTAL TOOL TO MEASURE STUDENTS' LEARNING STRATEGIES

One of the important tasks of modern higher education institutions is to train competent professionals in accordance with world standards, socially and professionally mobile, competitive in Ukrainian, European and world labor markets, focused on lifelong learning. In the context of the reform of the New Ukrainian School (NUS), the training of future primary school teachers as a fundamentally new generation of teachers becomes especially important due to the implementation of the updated State Standard of Primary Education (2018), NUS Concept (2016) and requires pedagogical universities to improve the educational process. Of primary importance is forming strategic competence as a crucial part of foreign communicative competence which is the basic to provide lifelong learning of future primary school teachers [1, 2, 3]. And the important question is how to measure students' readiness to form strategic competence, their motivation and learning strategies. In our theses we aim to describe one of the effective instrumental tool to measure learning strategies – the Motivated Strategies for Learning Questionnaire (MSLQ).

To measure students' motivation and learning strategies numerous test were designed: Approaches to Studying Inventory (Entwistle & Ramsden 1983); Learning Strategies Survey (Kardash & Amlund 1991); The Motivated Strategies for Learning Questionnaire (Pintrich & De Groot, 1990, Pintrich et al., 1993); A reconceptualisation of the Approaches to Studying Inventory (Tait et al. 1998); Learning-Style Inventory – version 3 (Kolb 1999); The Revised two-factor Study Process Questionnaire: R-SPQ-2 F (Biggs et al. 2001); Learning and Study Strategies Inventory (Weinstein & Palmer 2002); Metacognitive Awareness of Reading Strategies Inventory, Version 1.0 (Mokhtari and Reichard 2002); Approaches to Learning and Studying Inventory (Entwistle and McCune 2004); Index of Learning Styles (Felder & Spurlin 2005) etc.

The MSLQ is the most popular and dominant measurement instrument in educational psychology research for the measurement of motivation and learning strategies. It is a self-report instrument designed to assess college students' motivational orientations and their use of different learning strategies for a college course. The MSLQ is based on a general cognitive view of motivation and learning strategies [4].

The MSLQ contains three different sections: *A. The Motivation section* (31 items). The scales included in this section are: (Intrinsic) Goal Orientation, Extrinsic Goal Orientation, Task Value, Control of Learning Beliefs, Self-Efficacy and Test Anxiety. *B. The Cognitive and Metacognitive strategies section* (31 items) that evaluate information processing (elaborating and organizing the information provided, for instance), and the metacognitive regulation of the learning processes. Rehearsal, Elaboration, Organization, Critical Thinking and Metacognitive Self-Regulation are the scales included here. *C. The Resource Management* (19 items). They were designed to assess the students' perception of how much classmates and teachers can help doing the tasks, and the way spaces and times are arranged to keep in task as long as necessary. The components in this section are: Time and Study Environment, Effort Regulation, Peer Learning, Support of Others (or Help Seeking) [4].

The fifteen different scales on the MSLQ can be used together or singly. The scales are designed to be modular and can be used to fit the needs of the researcher or instructor. The instrument is designed to be given in class and takes approximately 20-30 minutes to administer [4].

Part A. Motivation. The Motivation Section consists of scales that represent the motivational beliefs that students have about themselves, learning as a whole and specific learning tasks. The examples of the questions of this sections are the following: «1. In a class like this, I prefer course material that really challenges me so I can learn new things». «2. If I study in appropriate ways, then I will be able to learn the material in this course». «3. When I take a test I think about how poorly I am doing compared with other students» [4].

Part B. Learning Strategies. The section measures two general strategies, namely, Cognitive and Metacognitive Strategies, and Resource Management Strategies, with 31 items assessing students' use of different cognitive and metacognitive strategies, and 19 items assessing their management of different resources. The examples of the questions of this sections are the following: «32. When I study the readings for this course, I outline the material to help me organize my thoughts». «33. During class time I often miss important points because I'm thinking of other things». «34. When studying for this course, I often try to explain the material to a classmate or friend» [4].

Table 1

Scales and subscales of the MSLQ

Scale	Component	Sub-scales	Items
Motivational aspects	Value Expectancy Affect	1. Intrinsic goals	1, 16, 22, 24
		2. Extrinsic goals	7, 11, 13, 30
		3. Task value	4, 10, 17, 23, 26, 27
		4. Control of learning beliefs	2, 9, 18, 25
		5. Self-efficacy for learning and performance	5, 6, 12, 15, 20, 21, 29, 31
		6. Anxiety	3, 8, 14, 19, 28
Learning strategies	Cognitive Metacognitive Resources management	1. Rehearsal	39, 46, 59, 72
		2. Organization of ideas	32, 42, 49, 63
		3. Elaboration of ideas	53, 62, 64, 67, 69, 81
		4. Critical thinking	38, 47, 51, 66, 71
		5. Metacognition	33, 36, 41, 44, 54, 55, 56, 57, 61, 76, 78, 79
		6. Time and study environment management	35, 43, 52, 65, 70, 73, 77, 80
		7. Effort regulation	37, 48, 60, 74
		8. Peer learning	34, 45, 50
		9. Help seeking	40, 58, 68, 75

Students rate themselves on a seven point Likert scale from "not at all true of me" to "very true of me." Scales are constructed by taking the mean of the items that make up that scale. An individual's score for intrinsic goal orientation would be computed by summing the four items and taking the average. The authors of the MSLQ have not provided norms for the test. They suggest to calculate the average score for the class, as well as the breakdown of the scores for the bottom 25%, middle 50%, and the top 25%, provided for each scale [4].

Part A. Motivation

The following questions ask about your motivation for and attitudes about this class. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

1	2	3	4	5	6	7
not at all true of me						very true of me

- | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|
| 1. | In a class like this, I prefer course material that really challenges me so I can learn new things. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|---|---|---|---|---|---|---|---|

Рис. 1. The Fragment of the MSLQ

The MSLQ was not translated into Ukrainian. In the class for conducting the MSLQ is possible to use the English paper version. While conducting the test, it must be assumed that the students are able to understand English to a sufficient degree to interpret the attitude scale and maintain academic integrity in answering the questionnaire. In the further research, we will study the readiness of students' to forming strategic competence with the help of the MSLQ in Ukrainian universities.

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