

THE STUDY OF THE PSYCHOLOGICAL IMPACT OF MOTIVATION IN THE PROCESS OF PROFESSIONAL TRAINING ON THE PERSONAL GROWTH OF STUDENTS

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Abstract. The article considers the influence of professional motivation on the success of students' education. The factors that affect the learning process are highlighted, and the study of satisfaction with the chosen profession by students of the 1st and 4th year is presented.

The paper presents an analysis of the features of the formation of motivations and their impact on the quality of educational activities of students receiving professional education.

The interrelationships between the assessment of various components of the university environment and the assessment of professional and personal growth of students are considered

Also, two sources of personal activity (external and internal) were identified and the classification of educational motives was considered.

Methodological approaches to the study of the problem are defined, which create the basis for its comprehensive study and ensure the validity of solutions.

Keywords: professional motivation, learning motives, sources of personal activity, factors of learning effectiveness.

Main provisions

Plunging into the space of the information world, a person is forced to keep up with the changes taking place around him in all spheres of his life: in everyday life and at work, on vacation and when solving business issues. In an effort to achieve and maintain maximum success, he is constantly changing both externally and internally, applying the personal resources available to him. Not always coping with the life problems put before him, a person needs to promote his personal development. Only psychology can develop approaches to providing assistance related to changes in the mental organization of the individual on the way to stimulating internal resources. This makes it relevant for her to identify the individual as an object of scientific and practical study [1].

Introduction

In connection with the growing demand for qualified specialists, the problem of developing their personal and professional qualities at the stage of higher education becomes particularly relevant. Insufficient research of this problem in modern pedagogical psychology causes spontaneity and weak controllability of professional formation of future psychologists, which negatively affects their professional activities after graduation. It is no coincidence that at present it is

important to identify effective ways, methods, factors and means of developing students' personal and professional qualities.

One of the most urgent problems today is the formation of motivation as a factor in the development of personal and professional qualities, which is a priority in the modern strategy for the development of subjective capabilities and abilities of a person.

The motive becomes only a conscious need, and only if the satisfaction of this particular need repeatedly passes through the stage of motivation and goes into action.

Different needs may exist and may be in conflict with each other. One profession may interest a person from a purely cognitive point of view, another - from a material point of view; from a position of prestige - the third.

The motives of a person's activity are related to desires, goals, and duty-they may or may not coincide. In contrast to goals, not all motives are realized by a person. A number of well-realized interests, aspirations, beliefs in the mental life of a person have personal tendencies and attitudes that are not adequately realized, which causes a deformation in the worldview and behavior.

The interests of a student's personality directly affect motivation, i.e. making an informed decision to study [4].

The complexity and multidimensional nature of the problem of motivation determines the multiplicity of understanding of its essence, nature, structure, and functions of motives. Traditionally, the following aspects of this problem are presented in the most detailed way in psychology: the ratio of motive and need; motivation of human activity as a complex system, which includes certain hierarchical structures and various types of motives; the role of high positive motivation as a compensatory factor in the case of low special abilities; motivation of individual activities, in particular educational activities; the role of positive motivation for the effectiveness and success of educational activities.

Taking into account the dominant activity and behavior of a person due to motivation, there are three types of orientation:

1. The focus on interaction, due to a strong interest in joint activities, although its actual contribution to this activity may be minimal.

2. Focus on the task, i.e. interest in the work process, selfless desire to master new knowledge and skills for the most productive work with the team

3. Self-orientation is characterized by the predominance of motives for achieving personal well-being, improvement, and the desire to assert one's primacy and prestige. Such a person is busy with himself, his feelings, experiences, reacts little to the needs of others, is indifferent to colleagues and his duties [3].

Research methods

Studies of a number of psychologists (Rean A.A., Yakunin V.A., Meshkov N.I., Heckhausen H., Uznadze D.M., etc.) help to reveal interesting results. When comparing the data of psychological testing with the data on the level of academic performance of students, it was found that there is no significant relationship between intelligence and academic performance either in special subjects or in the

general education block of disciplines. Another pattern was also revealed: "strong" and "weak" students differ from each other not in terms of intelligence, but in strength, quality and type of motivation for educational activities. For "strong" students, internal motivation is characteristic: they need to master a profession at a high level, they focus on obtaining solid professional knowledge and practical skills. As for "weak" students, their motives are mainly external, situational: for them, first of all, it is important to avoid condemnation of punishment for poor studies, not to lose some benefits, etc [1].

This allows us to say with confidence that a high positive motivation can make up for a lack of special abilities or an insufficient stock of knowledge, skills, and skills, playing the role of a compensatory factor, but in the opposite direction, the compensatory mechanism does not work. In other words, no matter how capable and erudite a student is; without the desire and push to study, he will not achieve success. Those who are interested in learning create more original models than their fellow students with a high level of special abilities, but with low motivation for this activity.

The strength and structure of motivation largely determine both the students' learning activity and their academic performance. Having realized the importance of motivation for learning activities, the researchers formulated the principle of motivational support for the educational process [5].

Without purposeful reflexive formation of students' motivations for educational and labor activity, it is impossible to modify the educational process [6].

Managing the formation of learning motivations is a difficult task, compared to saturating the intellect and memory with knowledge. Therefore, before forming the educational motivation of students, the teacher needs to initiate reflection. To comprehend and realize, to establish for yourself the nature of the reality with which you will have to deal, to find ways to adequately describe it. Then create a reflexive, motivational model of the lesson, lesson, discipline module, course [7]. The form of need and motive does not determine their content. This content is assimilated in real life relationships that develop within the framework of educational activities during the semester and the teacher-student relationship.

We are talking about two different and complementary levels of motif content: in relation to the world of knowledge, academic disciplines, subjects, professional activities, and in relation to the world of people, students, teachers - as an individualistic and collective orientation.

Studies have shown that the most intense personality changes occur under the influence of organized influences of education and upbringing. The changes taking place in the personality are especially important when a person is on the threshold of an independent life, the well-being of which largely depends on the level of professionalism available to him.

The issues of personal development in the conditions of university education are of great interest to psychologists, who have covered various aspects of this process with their attention [7].

Thus, the key approaches to the humanization of educational activity as a condition of personal development, the issues of adaptation of students to the

conditions of higher education, the peculiarities of the lifestyle of students, the state of their mental discomfort, the development of cognitive qualities, creative potential, volitional qualities of the individual, its moral concepts, a positive attitude to the profession, professional culture, subjectivity in general, etc. were considered.

Based on the recognition of the leading role of the motivational sphere in the development of the individual, the issues of its influence on the formation of professional skills and professional readiness, learning ability, and the processes of goal formation of educational activities in general were studied. Studies have been conducted covering the problems of the relationship of motivation with certain aspects of personal development: its intelligence, satisfaction, risk-taking, communication skills, etc.

At the same time, there are still few empirically based data on the relationship between the development of the personality of university students and the features of their educational and professional motivation. This does not allow us to make a complete picture of the formation of the individual during the period of study at the university with certain characteristics of the motivational sphere. This situation, in turn, complicates the implementation of the forecast of personal development during university training and reduces the effectiveness of the psychological service of the university to facilitate this process.

Professional motivation can be considered as a process of stimulating yourself and other people to professional activity. Motivation of professional activity is the action of specific motivations that affect the professional self-determination of the individual and the productivity of performing actions related to the profession. Professional motivation determines: the choice of professional path, the effectiveness of professional activity, satisfaction with work and the results of the profession, the success of the student's professional training [8].

The effectiveness of the learning process depends on two factors - the level of development of the cognitive sphere and the motivational sphere of the student's personality. Also, in the course of many studies, it has been proved that "strong" and "weak" students differ not because of their level of intelligence, but because of the manifestation of their motivation for learning activities. "Strong" students have an internal motivation to learn, they want to master the future profession at a high level, they want to get full-fledged professional knowledge and practical skills. "Weak" students have external motivation, it is important for them to receive a scholarship and approval from others, and the process of learning and gaining knowledge is not interesting to them [1].

The positive attitude of the profession is the basis of professional motivation, this attitude has a direct connection with the final goals of training. If a student consciously chose a particular profession, he considers it personally and socially significant, then this attitude will affect the effectiveness and productivity of the professional training process.

According to the results of the study, it was concluded that the 1st year students are satisfied with their chosen profession, but by the 4th year this indicator decreases. By the end of the training, satisfaction with the profession decreases, and interest remains positive. Dissatisfaction with the profession may be associated with

a low level of teaching at the university. First-year students stick to their ideas about the future profession until they encounter real knowledge and opinions about the profession. Based on this study, the following negative factors can be identified that affect the decrease in professional motivation among students [2]:

1. The collision of the student's ideas about the profession with the reality of what he met at the university.

2. Poor preparation for a systematic and strenuous learning process, low level of learning ability.

3. The desire to change the professional direction (specialty) and a negative attitude to some disciplines, but a positive attitude to the learning process itself.

It is customary to distinguish two sources of personal activity: external and internal. Internal sources include cognitive and social needs, attitudes, interests, standards, and stereotypes that affect the process of self-improvement of the individual, his self-affirmation and self-realization in various activities. The driving force of activity here will be the discrepancy between the real "I", the ideal model of the "I" of the individual [9].

External sources of personal activity are the conditions of the student's life activity, which include requirements, opportunities and expectations. The essence of the requirements is to comply with social norms of behavior, activity and communication. Expectations characterize the attitude of society to learning as a norm of behavior that is accepted by a person and allows you to overcome the difficulties associated with the implementation of educational activities. Opportunities are the objective conditions necessary for the deployment of training activities. The driving force of personal activity is the discrepancy between the real level of human development and the social requirements, the expectations of the society in which it functions [3].

One of the important stages in the formation of professional motivation of students is their information support. By informing students and applicants, they have a correct and adequate idea of what profession they choose, as well as about the possibility of employment in their chosen specialty.

There are three main stages of the formation of a future specialist:

1. The stage of admission to a professional educational institution (the inclusion of students in the work on the Days of the applicant).

2. The stage of their own training in a professional educational institution (mastering the relevant theoretical knowledge, practical skills and abilities).

3. The actual work activity (at the initial stage - this is the passage of industrial practice, consolidation of the skills acquired during training at the university, the acquisition of work experience, the final approval in the chosen profession). However, each of these stages should be accompanied by appropriate methods of informing, reference orientation of students and applicants.

These methods include reference literature, brief descriptions of professions, advertising and agitation of the profession, professional advertising and agitation, conducting excursions for schoolchildren and applicants, and other activities [5].

The next direction of the information campaign, which is conducted by the university and the institute, is to ensure the possibility of passing industrial practice,

which forms a real idea of the chosen profession. Practical training allows students to apply their knowledge and skills in practice at the end of studying a certain block of lecture and practical material. This makes it possible to further facilitate the process of employment of students, as well as to get a full picture of the quality of education in the chosen university [12].

Another important direction to increase the professional motivation of students in higher education is to promote the employment of graduates. Promotion of employment is carried out by the departments and services of the branch with the active participation of the graduates themselves.

In order to promote the employment of graduates, the University carries out: research on the state of the labor market for the demand for various areas of training of specialists; design of educational programs taking into account the needs of society and the labor market in certain specialties; training of students on the basis of targeted training; activities of public bodies and organizations for the employment of students and graduates; monitoring of the activities of graduates and support for their professional activities (consulting, professional development, information support). The main directions of activities to promote the employment of graduates carried out by the university: A larger number of students surveyed (compared to the ascertaining experiment) chose motives that imply a high interest in the profession, the acquisition of deep knowledge, self-realization, self-improvement; preference for complex ways to find solutions to the set educational tasks [10].

Processing of background questions of the methodology "*Studying motivation in higher education*" at the stage of the control experiment gave the following results:

60% of students claim that their knowledge of this profession was sufficient for a confident choice of this university.

43% of students consider the profession they receive the most important and promising.

50% of students before entering the university have long been interested in this profession, read about it.

61% of students firmly believe that their future profession will give them moral satisfaction and material prosperity in life.

44% of students independently study a number of subjects, in their opinion, necessary for their future profession.

63% of students firmly believe in the right choice of profession.

49% of students experience pleasure from considering difficult problems in class.

58% of students are concerned about possible failures.

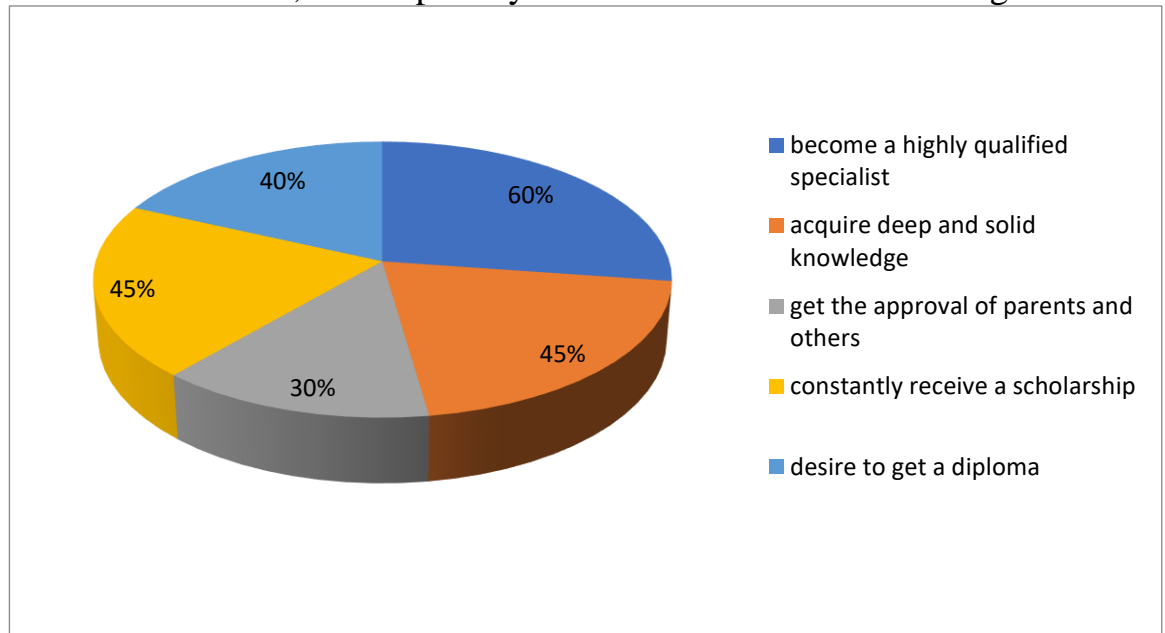
63% of students say that they are best engaged when they are periodically stimulated, spurred on [11].

The analysis of the results obtained by the method "*Studying the motives of students' learning activities*" indicates that for the 1st year students, the study group, the significant motives are:

- 1) become a highly qualified specialist (60%, 64 people);
- 2) acquire deep and solid knowledge (45%, 48 people);

- 3) constantly receive a scholarship (45%, 48 people);
- 4) the desire to get a diploma (40%, 43 people);
- 5) get the approval of parents and others (30%, 32 people). (*Table-1*)

Consequently, the leading place among the interviewed students, according to the results of this method, is occupied by the internal motives of teaching.



It was also calculated for how many students of a certain course each of the motives is the most significant (estimated at 5-7 points). For example, 98% of 1st year students and 87% of 2nd year students note the high importance of motive #1 – to become a highly qualified specialist. The motive for obtaining a higher education diploma is highly significant for 92% of first-year students and 98% of second-year students. But the motive of avoiding judgment and punishment for poor performance is important only for 71% of students. (*Table-2*) [10].

The meaning of motives for students of different courses

<i>Motive number</i>	<i>Motive of educational activity</i>	<i>1st year</i>	<i>2nd year</i>
1	become a highly qualified specialist	98%	87%
2	get a diploma	92%	93%
3	successfully continue training in subsequent courses	87%	84%
4	constantly receive a scholarship	66%	71%
5	successfully study, pass exams for "good" and "excellent"	87%	82%

6	acquire deep and solid knowledge	90%	94%
7	be constantly ready for the next classes do	82%	73%
8	not start studying the subjects of the educational cycle do	87%	90%
9	not lag behind fellow students	76%	73%
10	ensure the success of future professional activities	88%	87%
11	fulfill pedagogical requirements	79%	81%
12	achieve the respect of teachers	81%	70%
13	to be an example for fellow students to	62%	43%
14	gain the approval of parents and others	84%	65%
15	avoid being judged and punished for poor academic performance	71%	55%

The data obtained indicate that a fairly large percentage of students studying at the senior courses have a motivation that is adequate for educational activities.

In the process of studying at the university, the perceived motivation of students ' learning activities changes as follows: 1st year – professional and educational motivation with significant motives of social approval, 2nd year- professional and pragmatic with a high level of diligence and self – discipline [13].

Conclusion

Our research allowed us to conclude that the formation of professional motivation in a student is a prerequisite for the success of his future activities, and provides cognitive selectivity in the professional training of a future specialist. At the same time, the main motives for students are obtaining higher education, self-education, the desire to improve professional erudition, to achieve the heights of professional skill in the future, to gain material independence, etc. They become the dominant motives of self-determination and professional development [12].

In addition, the research results show that the motivational sphere of senior and junior students differs significantly in content and structure: there is a transition from the motives of personal prestige at the initial stages of professional training at the university to cognitive motives at its final stages and awareness of the importance of acquired knowledge for activities in the professional environment, which will be implemented in the near future. That is, the professional motivation of students finishing their studies at a university and seriously thinking about employment is

dominated by pragmatic and professional motives, as well as the motives of creative and self-realization.

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КӘСІБИ ДАЯРЛЫҚ ҮДЕРІСІНДЕ СТУДЕНТТЕРДІҢ ТҮЛҒАЛЫҚ ӨСУІНЕ МОТИВАЦИЯНЫҢ ПСИХОЛОГИЯЛЫҚ ӘСЕРІН ЗЕРТТЕУ

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Аңдатпа. Мақалада кәсіби мотивацияның студенттердің білім алуының табыстылығына әсері қарастырылған. Оқыту процесіне әсер ететін факторларға тоқталып, 1-4 курс студенттерінің таңдаған мамандығына қанағаттануын зерттеу жұмыстары көрсетілген.

Жұмыста мотивацияның қалыптасу ерекшеліктеріне және олардың кәсіптік білім алатын студенттердің оқу іс-әрекетінің сапасына ықпалына талдау берілген.

Университет ортасының әртүрлі компоненттерін бағалау мен студенттердің кәсіби және тұлғалық өсуін бағалау арасындағы өзара байланыс қарастырылады.

Сондай-ақ тұлғалық белсенділіктің екі көзі (сыртқы және ішкі) анықталып, тәрбиелік мотивтердің классификациясы қарастырылды.

Мәселені зерттеудің әдістемелік тәсілдері айқындалды, олар оны жан-жақты зерттеуге негіз жасайды және шешімдердің негізділігін қамтамасыз етеді.

Тірек сөздер: кәсіби мотивация, оқу мотивтері, тұлғалық белсенділік көздері, оқыту тиімділігінің факторлары.

ИЗУЧЕНИЕ ПСИХОЛОГИЧЕСКОГО ВЛИЯНИЯ МОТИВАЦИИ НА ЛИЧНЫЙ РОСТ СТУДЕНТОВ В ПРОЦЕССЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ

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Аннотация. В статье рассматривается влияние профессиональной мотивации на успешность обучения студентов. Выделены факторы, влияющие на процесс обучения, и представлено исследование удовлетворенности выбранной профессией студентов 1 и 4 курсов.

В статье представлен анализ особенностей формирования мотиваций и их влияния на качество учебной деятельности студентов, получающих профессиональное образование.

Рассмотрена взаимосвязь между оценкой различных компонентов университетской среды и оценкой профессионального и личностного роста студентов.

Также были выделены два источника личной активности (внешний и внутренний) и рассмотрена классификация учебных мотивов.

Определены методологические подходы к исследованию проблемы, которые создают основу для ее комплексного изучения и обеспечивают обоснованность решений.

Ключевые слова: профессиональная мотивация, учебные мотивы, источники личной активности, факторы эффективности обучения.

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