

Features Of Psychological And Pedagogical Conditions For The Development Of Motivation Of Applicants For Higher Education

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Summary

The article analyzes the psychological and pedagogical scientific literature on the problem of motivation of students' educational activity, compiled and implemented a diagnostic research program, studied the system of conditions for the development of motivation for educational activity of students, compiled and implemented a program for the development of motivation for educational activity of students, highlighted the features of motivation for educational activity of students and conducted a comparative study analysis.

Key words: *students' educational activity, motivation, education, learning activity.*

1. Introduction

The modern system of higher pedagogical education is developing and functioning in new political and socio-economic conditions, which determine not only the ways and directions of its development, but also the problems associated with this. The contradictions in the educational process of a pedagogical university are clearly visible between the increasing requirements for the professional preparedness of graduates and the real level of their readiness for professional activity. Improving the training of students in the conditions of modern education is due to many factors, among which the motivation of the educational activities of students of a pedagogical university is important.

The problem of motivation for learning activity is one of the basic problems of learning psychology. This status is explained, on the one hand, by the fact that the main psychological characteristic of any activity, including learning, is its motivation. On the other hand, the

management of learning motivation allows you to manage the learning process, which seems to be very important for achieving its success.

Learning motivation is defined as a particular type of motivation included in learning activities. Learning motivation is determined by a number of factors: the educational system, the educational institution where the learning activities are carried out; organization of the educational process; the subjective characteristics of the student; subjective characteristics of the teacher; the specifics of the subject. Motivation of students' educational activity is one of the professionally significant personal characteristics. It is both an indicator and a criterion for the success and quality of the professional development of a future specialist.

Starting his studies at a university, a former student faces a number of new circumstances for him: first, the level of external control over the student's activities is sharply reduced; secondly, the structure of the educational activity itself is changing - the motives of learning are supplemented and closely intertwined with professional motives; thirdly, there is an entry into a new social community - "students". Students as a social group are characterized by a social orientation, a well-formed attitude to their future profession, which are a consequence of the correct professional choice and the adequacy and completeness of the student's understanding of the profession. Among junior students, the attitude towards their future profession is not yet expressed. Only gradually, with the acquisition of professional knowledge, students comprehend more deeply the subtleties of their future specialty and their "I" in the profession. The formation of stable positive motives of educational and professional activities, socially significant and professionally significant personality traits, readiness for professional

growth, finding optimal techniques and ways of high-quality and creative implementation of educational and professional activities in accordance with the individual psychological characteristics of the student's personality ensure the success of future professional activities psychologist.

The purpose of the article is to analyze the features of motivation of educational activity of students of pedagogy and psychological and pedagogical conditions for the development of motivation.

Research methods:

- theoretical: analysis of literature on the research problem;
- empirical: included observation, questioning, testing, analysis of products of activity, forming an experiment;
- data processing methods: quantitative and qualitative analysis of research results;
- methods of mathematical statistics: in order to assess the reliability of the shift in values - the use of the Student's t-test for dependent measurements and the homogeneity criterion.

The practical significance of the work is the diagnostic program for studying the motivation of the educational activity of students and the program for the development of the motivation of the educational activity of first-year students compiled by the author. The data obtained in the course of the study allows us to solve practical problems to improve the quality of education at the university.

2. Theoretical Consideration

For the first time the term "motivation" was used by A. Schopenhauer in the article "Four principles of sufficient cause" (1900-1910). Then this term has become firmly established in psychological use to explain the reasons for the behavior of humans and animals.

The scientific study of the causes of the activity of man and animals, their determination, was laid by the great thinkers of antiquity - Socrates, Plato, Aristotle, Heraclitus, Democritus, Lucretius. Currently, there are several dozen theories of motivation.

The point of view on the origin of human motivation in the process of development of science and humanity has repeatedly changed. However, most scientific approaches have always been located between two philosophical trends: rationalism and irrationalism. According to the rationalist position, and it was especially clearly expressed in the works of philosophers and theologians up to the middle of the nineteenth century, man is a unique being of a special kind, having nothing special with animals. It was believed that only a person is endowed with reason, thinking and consciousness, has the will and freedom of choice of actions, and the motivational source of human

behavior was seen exclusively in the consciousness, mind and will of a person.

Irrationalism as a doctrine mainly considered the behavior of animals. Supporters of this doctrine proceeded from the assertion that the behavior of an animal, in contrast to a person, is not free, unreasonable, controlled by dark, unconscious forces that have their origins in organic needs.

Currently, motivation as a mental phenomenon is interpreted in different ways. In one case - as a combination of factors supporting and guiding, i.e. determining behavior (K. Madsen, J. Godefroy), in another case - as a set of motives, in the third - as an impulse that causes the activity of the organism and determines its direction. In addition, motivation is viewed as a process of mental regulation of specific activities.

Hence, all definitions of motivation can be attributed to two directions. The first considers motivation from a structural standpoint, as a set of factors or motives. The second direction considers motivation not as static, but as a dynamic education, as a process, a mechanism.

However, in both cases, the authors consider motivation as a secondary formation, phenomenon in relation to the motive. In addition, in the second case, motivation acts as a means or mechanism for the implementation of already existing motives: a situation has arisen that allows the existing motive to be realized, and motivation appears, i.e. the process of regulating activity with the help of motive.

In many cases, psychologists mean by motivation the determination of behavior, therefore, they distinguish external and internal motivation. Thus, neither in understanding the essence of motivation, its role in the regulation of behavior, nor in understanding the relationship between motivation and motive, there is no unity of views. In many works, these two concepts are used interchangeably. We see the way out of this situation in considering motivation as a dynamic process of motive formation [7].

Motive (from Lat. *Movere* - set in motion, push) is a complex integral (systemic) psychological formation that encourages conscious actions and deeds and serves as a basis (justification) for them [7].

Psychologists' views on the essence of motive differ significantly. But, despite this, they all agree on one thing: a particular psychological phenomenon (but different for different authors) is taken as a motive. Basically, psychologists are grouped around the following points of view on the motive: as an incentive, a need, a goal, or an object of satisfying a need, an intention, personality traits, states. Consider a number of equalities: motive = need, has an incentive, but has no direction; motive = the object of satisfying the need, has direction, but does not explain its reason; motive = reason, gives an explanation of the reason and meaning of the action or deed, but is devoid of the motivating function.

Monistic approaches to considering the essence of a motive, when different and separate psychological phenomena are taken for it, have not justified themselves. At the same time, in every monistic concept of the essence of motive there is a rational grain that reflects one of the sides of the motive as the basis of action, deed, activity, behavior. So, accepting needs as a motive makes it possible to get an answer why a person's activity is carried out; acceptance of a goal as a motive allows one to give an answer for what (for what) this activity is manifested; and the acceptance of stable personality traits as a motive gives the answer why this particular goal, this way of achieving it, was chosen. Motives and states as motives reveal only their energetic side.

The boundaries of the motive are, on the one hand, the need, and on the other, the intention to do something, including the urge to do it. Establishing the boundaries of a motive and considering the stages of its formation make it possible to identify those psychological components that may be included in the structure of the motive. These components, in accordance with the stages of formation, can be attributed to three blocks: need, "internal filter" and target [7].

The need block includes the following components: biological and social needs, awareness of the need, obligation; in the block of "internal filter" - moral control, assessment of the external situation, assessment of their capabilities, preferences (interests, inclinations, level of aspirations); in the target block - an image of an object that can satisfy a need, an objectified action (pour water, solve a problem), a need goal (satisfy thirst, hunger, etc.), a representation of the process of satisfying a need (eat, move, etc.).

Until now, we have been talking about the horizontal structure of the motive, but it can also have a vertical structure. Indeed, a motive may include two or three components from one block, one of which plays the main role, and the rest - an accompanying, subordinate one [7].

The Czech psychologist Josef Lingart defines the term "motivational constellation" as a set of conditions and factors that determine the motivational act [9], which corresponds to our understanding of the motive as an integral psychological formation. Having given designations to the various components that can be part of the structure of the motive, and having identified these components in a particular person in a particular case, it is possible to write down the motive of his act or activity in the form of a formula.

Understanding the structure of the motive is important for both practical psychologists and educators. Focusing on only one of the reasons can lead to wrong judgments about a person and to irreparable mistakes.

In psychological works, you can often find the concept of "motivational sphere of personality." In contrast to the orientation of the personality, which is associated with the dominant needs and interests, the motivational sphere of the personality is understood as the entire set of motivational formations that a given person has: motives, needs, goals, attitudes, behavioral patterns, interests. From the point of

view of development, it is characterized by breadth, flexibility and hierarchy.

The breadth of the motivational sphere is understood as a qualitative variety of motivational factors. The more a person has a variety of motives, needs, interests and goals, the more developed is his motivational sphere. However, one should not directly link the development of a person's motivational sphere with the number of various needs, inclinations, interests that he has. Of course, it is bad when a person's sphere of interests is too narrowed and limited to only one or two types of entertainment, aspects of professional activity, etc. But the other extreme can hardly be welcomed, when a person shows interest in everything without seriously doing anything.

The hierarchization of the motivational sphere is a reflection in the human mind of the significance of a particular need, motivational attitude, and other motivational dispositions, in accordance with which some are dominant in the formation of a motive, while others are subordinate; some are used more often, others less often.

Purposeful formation of the motivational sphere of the personality is, in essence, the formation of the personality itself, i.e. a pedagogical task for the development of interests, the formation of habits, goal-setting, etc.

The problem of motivation for learning activity is one of the basic problems of learning psychology. This status is explained, on the one hand, by the fact that the main psychological characteristic of any activity, including learning, is its motivation. On the other hand, the management of motivation for learning (or rather, the motivational-need-based sphere of learning) allows you to control the learning process, which seems to be very important for achieving its success.

Learning motivation is determined by a number of factors: the educational system, the educational institution where the learning activities are carried out; organization of the educational process; the subjective characteristics of the student (age, gender, intellectual development, abilities, level of aspirations, self-esteem, his interaction with other students, etc.); the subjective characteristics of the teacher and, above all, the system of his relationship to the student, to the matter; the specifics of the subject.

Learning motivation is systemic and characterized by focus, stability and dynamism.

The motivation for a given teaching is based on the actions that the student is told to do. The given teaching is typical for "executors" who are unable to independently determine the general direction of their actions, reflect the reasons for their actions and those of another, and carry out productive interaction with others.

Self-determined learning activity is characterized by a special type of motivation. The student's ability to self-determination includes awareness of his motives and values, the ability to make a decision in a situation of conflict of motives and feelings, formulate his position, justify and

defend it, make a decision taking into account various positions, and act arbitrarily and purposefully.

Also, there are positive and negative cognitive motivations associated with the awareness of the negative consequences that may arise in connection with the performance and non-performance of a certain action.

Studying learning motivation, the central question becomes the question of the types of motives for learning.

Cognitive motives are aimed at the process of cognition, increasing the effectiveness of its results - knowledge, skills, skills, as well as the methods of cognition and the acquisition of knowledge, techniques and methods of educational work, at increasing the effectiveness of these methods and methods of cognition. Their levels are: broad cognitive motives - focus on knowledge; educational and cognitive - focus on methods of acquiring knowledge; motives for self-education - focus on ways of self-replenishment of knowledge.

Social motives characterize the student's activity in relation to certain aspects of interaction with another person in the course of learning, to the results of joint activities and the methods of these interactions, to increase the effectiveness of the results and methods of these interactions. Their levels are: broad social motives - duty, responsibility; narrow social or positional motives - the desire for the approval of others; motives of social cooperation - the desire to master the ways of interaction with people around [4-6, 15].

General tendencies in the development of ideas about the motivation of learning in Russian psychology consist in a gradual transition from an undivided to a differentiated understanding of the motivation for learning; from the idea of a motive as an "engine" that precedes an activity, to its definition as an important, internal psychological characteristic of the activity itself. The differentiated approach involves the allocation of meaningful and dynamic characteristics that the studied psychological impulse possesses.

Starting education at a university, a former student faces a number of changes: first, the level of external control over the student's activities is sharply reduced; secondly, the structure of the educational activity itself is changing - the motives of learning are supplemented and closely intertwined with professional motives; thirdly, there is an entry into a new social community - "students" [5]. In the light of such changes, the question of motivation for students' learning activities becomes especially important.

Different authors name different motives for entering a university, which largely depends on the perspective of studying this issue, the socio-economic situation in the state. The main motives for entering a university are: the desire to be in the circle of student youth, the great social significance of the profession and the wide scope of its application, the conformity of the profession to interests and inclinations and its creative potential. There are differences in the importance of motives among girls and boys. Girls more often note the great social significance of the profession, the wide scope of

its application, the opportunity to work in large cities and scientific centers, the desire to participate in student amateur performances, and the good material security of the profession. Young men, on the other hand, more often note that the profession they choose meets their interests and inclinations. They also refer to family traditions.

In the motivation of the educational activity of students, the actual educational and professional components are constantly combined. In this regard, in the structure of teaching, it is possible to distinguish the actual motives of learning and professional motives as "internal motives that determine the direction of a person's activity in professional behavior in general and a person's orientation towards different aspects of professional activity itself" [6]. Professional motives are also defined as "motives pushing the subject to improve his activities - its ways, means, forms, methods, etc.", "growth motives that implement the focus on production, not consumption" [1-3, 8].

On the basis of the general motivation of educational activity (professional, cognitive, pragmatic, social and social and personally prestigious), students develop a certain attitude towards different academic subjects. It is conditioned by: the importance of the subject for professional training; interest in a particular branch of knowledge and in this subject as part of it; the quality of teaching (satisfaction with classes in this subject); a measure of the difficulty of mastering this subject based on one's own abilities; relationship with the teacher of the subject. All these motivators can be in a relationship of interaction or competition and have a different effect on learning, therefore, a complete picture of the motives of learning activity can be obtained only by identifying the significance for each student of all these components of a complex motivational structure. This will make it possible to establish the motivational tension in this subject, i.e. the sum of the components of the motive of educational activity: the more components determine this activity, the more motivational stress he has.

In recent years, the understanding of psychologists and teachers of the role of positive motivation for learning in ensuring the successful mastering of knowledge and skills has increased. At the same time, it was revealed that high positive motivation can play the role of a compensating factor in the case of insufficiently high abilities; however, this factor does not work in the opposite direction - no high level of abilities can compensate for the absence of an educational motive or its low severity, cannot lead to significant success in studies [2,9-14].

Awareness of the high importance of the motive for learning for successful study led to the formation of the principle of motivational support of the educational process. The importance of this principle stems from the fact that in the process of studying at a university, the strength of the motive for learning and mastering the chosen specialty decreases. It is shown that students who are distinguished by independence and a tendency to authoritarianism and rigidity

show a more significant decrease in their professional orientation.

Conclusions

Analysis of the literature has shown that there is no unity of views neither in understanding the essence of motivation, its role in regulating behavior, nor in understanding the relationship between motivation and motive. Ilyin E.P. understands motivation as a dynamic process of the formation of a motive, and a motive as a complex integral (systemic) psychological formation that induces conscious actions and deeds and serves as a basis (justification) for them. Many researchers understand learning motivation as a particular type of motivation included in the learning activity, learning activity, and the learning motive is understood as the focus of the student's activity (activity) on certain aspects of learning activity.

The level of development of the student's motivational sphere depends on the methods, conditions and means of university education, awareness of the own meaning of learning, subject-reflective attitude to learning, subjective activity and subjective attitude. Qualitative features of the development of the motivational sphere of the student's personality depend on the identification of the self-image, the image of the world, the image of future professional activity, self-esteem and reflection. The motivational sphere of the personality is determined by the activity. In order for the activity to become a component of development and self-development, it is important not only to deeply understand the nature of its content, but also to constantly improve the motivational side of the individual. Deep knowledge and understanding of the motivational sphere can ensure success, direct the activity of the student's personality in the right direction of its development.

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