

Formation of Students' Motivational Readiness for Their Future Professional Activities

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Abstract

Abstract: Introduction. The process of personal formation of a professional begins from the moment of choosing a profession and lasts throughout the entire professional life of a person, during which the most important problems of the relationship between a person and profession are identified. **Research Methodology.** In the psychology and pedagogy of Western countries, the problem of motivation for activity is revealed in a number of concepts and theories from various positions. Currently, motivation as a mental phenomenon is interpreted differently. The main theories of motivation should be divided into two areas: content theories that consider motivation from structural positions, and procedural (process-based) theories that consider motivation as a dynamic entity. These areas are united by the understanding of motivation as a secondary (subordinate) to the motive of education.

Research results. The notion of “readiness” for activity is considered as an active-effective state of a personality, a psychological pattern of behavior, and mobilization of forces to accomplish a certain task. In the structure of individual professional readiness, researchers distinguish different components, among which the most important is motivational, i.e. attitude to the profession, need to complete the task successfully and interest in the activity. An essential component of professional readiness is psychological readiness, which should be regarded as a complex functional, psychological and personal construct, including positive

attitude to a particular type of activities; traits of character and temperament adequate to the requirements of activity; necessary knowledge, skills, habits; sustainable professionally important features of cognitive and emotional-volitional processes.

Discussion. The model, developed for the formation of positive motivation for professional activities in terms of reinforcement and motivation, is based on the following principles: taking all types of personal needs into account and considering real contribution of each employee to the final result. Practical training plays the most important part in the formation of students' motivational readiness for their professional activities.

Conclusion. Well-formed internal motives of students (desire for self-realization in the activities, motivation for success and willingness to take risks) could serve as the indicators of students' motivational readiness for professional activities.

Keywords: future specialist, motivational readiness, quality of professional training, professional activities.

Formación de la preparación motivacional de los estudiantes para sus futuras actividades profesionales

Resumen

Introducción. El proceso de formación personal de un profesional comienza desde el momento de elegir una profesión y dura toda la vida profesional de una persona, durante el cual se identifican los problemas más importantes de la relación entre una persona y una profesión.

Metodología de investigación. En la psicología y la pedagogía de los países occidentales, el problema de la motivación para la actividad se revela en una serie de conceptos y teorías desde varias posiciones. Actualmente, la motivación como fenómeno mental se interpreta de manera diferente. Las principales teorías de la motivación deben dividirse en dos áreas: teorías de contenido

que consideren la motivación desde posiciones estructurales, y teorías de procedimiento (basadas en procesos) que consideren la motivación como una entidad dinámica. Estas áreas están unidas por la comprensión de la motivación como secundaria (subordinada) al motivo de la educación.

Resultados de la investigación. La noción de "preparación" para la actividad se considera como un estado activo-efectivo de una personalidad, un patrón psicológico de comportamiento y la movilización de fuerzas para realizar una determinada tarea. En la estructura de la preparación profesional individual, los investigadores distinguen diferentes componentes, entre los cuales el más importante es el motivacional, es decir, la actitud hacia la profesión, la necesidad de completar la tarea con éxito y el interés en la actividad. Un componente esencial de la preparación profesional es la preparación psicológica, que debe considerarse como una construcción funcional, psicológica y personal compleja, que incluye actitud hacia un tipo particular de actividades; rasgos de carácter y temperamento adecuados a los requisitos de la actividad; conocimientos necesarios, habilidades, hábitos; Características sostenibles profesionalmente importantes de los procesos cognitivos y emocional-volitivos.

Discusión. El modelo, desarrollado para la formación de motivación positiva para actividades profesionales en términos de refuerzo y motivación, se basa en los siguientes principios: tener en cuenta todo tipo de necesidades personales y considerar la contribución real de cada empleado al resultado final. La capacitación práctica juega el papel más importante en la formación de la preparación motivacional de los estudiantes para sus actividades profesionales.

Conclusión. Motivos internos bien formados de los estudiantes (deseo de autorrealización en las actividades, motivación para el éxito y disposición a asumir riesgos) podrían servir como indicadores de la preparación motivacional de los estudiantes para actividades profesionales.

Palabras clave: futuro especialista, preparación motivacional, calidad de la formación profesional, actividades profesionales.

Introduction

Under conditions of fundamental changes in the socio-economic sphere occurring in Russia, the demand of the society for highly qualified practitioners is increasing. The role and function of a specialist are changing, the requirements for the person's professional competence are increasing. The employment of graduates of professional institutions of higher education in the market infrastructure is rising, their role in the service maintenance of the population, social sphere, the field of small entrepreneurship is constantly growing, and the possi

bilities for their participation in production process as a whole are expanding (Sergeeva et al., 2018). All the above-mentioned requires close attention to the process of forming the personality of a professional in the process of professional training (Utemov et al., 2018).

Undoubtedly, social conditions significantly affect the motivation of students' learning activities. The leading educational motives of students entering a professional school are "professional", but the role of motives during the period of study changes. At the same time, career guidance, the organization of work practices, as well as the possibility of further employment play a significant part (Korzyn, Golubeva Romanov, 2003).

The process of forming the personality of a professional begins from the moment of choosing a career and lasts for the entire professional life of a person. In the course of this process, the most important problems in the relations between a person and profession are revealed. Indubitably, the profession affects the personality and changes it in the course of professional development. Of great importance in this process is the stage of training in an educational institution, since in educational programs of professional education a large amount of time is allotted for practicing and traineeship. Thus, it could be considered as a primary professional and personal adaptation (Neverkovich et al., 2018).

However, getting a diploma of graduation is not the final stage of professional education. It can be continued in other higher education institutions and enterprises through the formation of positive motivation of a specialist to work according to the acquired qualification (Sergeeva, Vorobyev et al., 2018).

It should be noted that the modern stage of the development of the society introduces a completely new understanding of the tasks of professional education. Improvement of the educational system, stimulated by the social order of society, complicates the requirements for the level of training of a graduate, and, consequently, for his/her professional activities.

Today, it is not enough to ensure that a student masters the amount of knowledge; crucial importance is attached to the task of developing his/her professional readiness, which we regard as a personal quality and an essential prerequisite for efficient work after graduating from a professional higher education institution (Sergeeva, Komarovskaya et al., 2018).

Professional readiness of student contributes to the successful performance of duties, efficient use of knowledge, experience, maintaining self-control and effective orientation in carrying out production tasks, it helps the employee to adapt to working conditions quickly and to further professional development. Professional readiness of a student includes motivational component, which is expressed as the system of sustainable attitudes and motives. It can characterize the student's abili

ty to solve tasks that are close to the real conditions of professional activity in the learning environment, and after graduating from the university, the graduate can be successfully employed in the field.

All the above-mentioned provisions confirm the relevance of the study, dealing with the peculiarities of student's motivational readiness for professional activities.

2. Research Methodology

In the psychology and pedagogy of Western countries, the problem of motivations for activity is revealed in a number of concepts and theories from different perspectives (Tatarinceva et al., 2018):

- behaviorists ignore human consciousness and focus their attention on the behavior. The source of human activity, in their opinion, is only the external environment, which in one way or another encourages to activity. Any behavior is explained by the "stimulus-response" scheme, in which the activating source of the body's reaction is the stimulus, inducing a peculiar physiological mechanism that affects the receptors and triggers the response;
- the basis for the development of motivation theories in the practice of production management was Taylorism;
- the theory of "human relations" was a major breakthrough in the psychological provision of labour;
- Freudian and neo-Freudian concepts of human behavior motivation, which consider the problem of motivating forces in human activity and behavior;
- the central problem of psychoanalysis, which determines the behavior of people by their instincts.

In 1920s and subsequent years of the 20th century, other theories of motivation arose in Western psychology.

Currently, motivation as a mental phenomenon is interpreted in different ways. In one case, as a summation of supporting and guiding factors, that is, determining the behavior; in the other, as a summation of motives; in the third, as a motive that causes the activity of human organism and determines its directionality; in the fourth, as the psychic regulation of a specific activity, as an action of motive and as a mechanism determining the occurrence, direction and methods of performing specific forms of activity, as an aggregate system of processes responsible for stimulating activity (Sergeeva, Sokolova et al., 2018).

The main theories of motivation should be divided into two areas (Milovanov et al., 2017):

- a) content theories consider motivation from structural positions. They focus on

the identification and study of those internal factors (needs, motives) that underlie the behavior of people and their professional activities. They are the concept of Hierarchy of Needs by A. Maslow, D. McClelland's Need Theory, J. W. Atkinson's and D. McClelland theory of motivation and risk-taking behavior;

b) process-based theories consider motivation not as a static, but as a dynamic formation, as a process, a mechanism for the implementation of existing motives. They reveal the laws and regularities which influence the holistic motivated behavior, taking into account the interaction of motives with other processes -perception, cognition, communication. The most famous in this group of concepts are V. Vroom's Expectancy Theory, Equity Theory, Reinforcement Theory, Theory of "labour investment", etc.

These theories are united by the understanding of motivation as a secondary to the motive of education.

The scientific socio-psychological literature contains competing and simultaneously complementary theories of motivation. Their common meaning ultimately comes down to the fact that the achievement of labour result depends on the knowledge and clear understanding of the specific personal motivation of employees or students by the subjects of management or labour. Therefore, the achievement of their personal goals, satisfaction with the solution of the tasks set, self-affirmation, self-realization, etc. should be the subject of close attention for both manager and psychologist, teacher of secondary vocational education, etc. (Tatarinceva, Sergeeva et al., 2018).

Among motives for the activity (behavior) of a person in psychology one should distinguish attitudes, beliefs, interests, ideals, striving for success (achievement), avoiding failures.

Such an approach is accepted in determining the content of a person's motivational readiness for activity and ways to optimize it.

3. Research results

The concept of "motivation" seems broader than the concept of "motive". At the same time, motives and motivation are internally determined, although they depend on external stimuli. Motivation encourages, initiates actions and activities, determines the choice of goals, directs actions to the goal, regulates and controls the implementation of actions and realization of intentions, determines the stopping, pause in the execution of actions or their interruption and switching. This research applies the understanding of motivation as a summation of motives that internally determine the activity and behavior of a person and as a process which directs and supports the activity, provides it with stabi

lity and efficiency (Korzin, 2004a).

The motive denotes a conscious intrinsic inducement to activity. Motives represent the basis of a positive attitude to activities since they assign personal meaning to it. All motives in their summation are the components of a person's motivational readiness for a particular activity. The degree of formation and stability of these motives serve as an indicator of the individual motivational readiness level.

The notion of “readiness” for activity is considered as an active-effective state of a personality, an orientation towards defining behavior, and mobilization of forces to accomplish a certain task. In the structure of individual professional readiness researchers distinguish different components, among which the most important is motivational, i.e. attitude to the profession, the need to complete the task successfully and interest in the activity. A.F. Shikun includes incentive, ability to mobilize and “spirit” to perform the assigned tasks into the structure of the integral system of individual psychological readiness for professional activities (Sergeeva, Ippolitova et al., 2018).

An essential component of professional readiness is psychological readiness, which should be regarded as a complex functional, psychological and personal formation, including positive attitude to a particular type of activities; traits of character and temperament adequate to the requirements of activity; necessary knowledge, skills, habits; sustainable professionally important features of cognitive and emotional-volitional processes.

The success of any activity depends on the motivational readiness of a subject to its implementation. Motivational readiness is considered as a certain, adequate summation of motives that determine general positive attitude of a person towards this activity and its successful mastering and implementation. An indicator of the level of individual motivational readiness for activity is the degree of formation and stability of these motives. It is in the learning process that motivational readiness of students for their future professional activities is formed.

4. Discussion

A model has been developed for the formation of positive motivation for professional activity of subjects of education in terms of reinforcement and motivation on the basis of the following principles (Sergeeva, Bedenko et al., 2018):

- taking into account all kinds of personal needs;
- taking into account actual contribution of every employee to the final result.

The following groups of methods were taken into consideration: economic, target, design and redesign of work, the method of employee involvement

(Sergeeva, Bedenko et al., 2018).

The results of the research of the motivation for educational and professional activities of college students in the city of Tver (Russia) in 2017 showed the following (Tatarinceva, Sokolova, 2018):

- in the process of learning, students' requirements for work change, its various aspects acquire personal meaning and determine the attractiveness of their future profession, but the motivation of freshmen is always higher than the motivation of graduate groups;
- in the process of professional motivation formation, the role of social motives increases;
- up to 30% of students after graduation do not plan to practice their profession, since they never liked it;
- in the process of employment, graduates are often guided by the motive of material well-being;
- graduates are not well aware of job search opportunities in the labour market.

These factors reflect the following psychological characteristics of college students (Wang et al., 2018):

- during the course of studying the motivation of students for avoiding failures increases and the motivation for success decreases: graduate students are more motivated for defensive behavior than first-year students;
- in the process of learning, the degree of risk-taking behavior is unstable: it increases towards the graduation;
- college graduates are dominated by a high level of motivation to acquire knowledge associated with the desire to graduate from their educational institution (college) and continue their studies at a university (higher educational institution);
- the motive of mastering a profession during the whole training period is not the leading one;
- the leading motive for learning is the motivation for obtaining a diploma (degree);
- the following motives were identified as motives for extracurricular activities: the desire for self-realization, the opportunity to receive a monetary reward, increasing authority in the peer group, the principle of "if not me, then who?".

Based on the diagnostics, the structure of motivational readiness of college students for their professional activities has been determined. It includes (Ju et al., 2017):

1. Intrinsic motives:

- desire for self-realization in the activities;
 - motivation for success and motivation for avoiding failures;
 - readiness for risk-taking.
2. Extrinsic manifestations of motivational readiness for professional activities:
- attractiveness of the profession, desire to work in the chosen profession;
 - positive motivation for educational and professional activities (mastering professional knowledge, mastering a profession, high academic achievements);
 - participation in extracurricular activities.

Complex system of labour organization in the educational sphere, aimed at the formation of students' motivational readiness for professional activities, includes the

