

# Research of the problem of forming students' motivation

## Investigación del problema de la formación de estudiantes motivados

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#### ABSTRACT:

Education in high school is one of the most important stages in the professional formation, in conformity with forming an adequate idea of their future profession and the attitude towards it. The changes taking place in our society, determine the sense of tension in the already well-established categories and concepts correlated to the value-motivational sphere of modern student personality. The emergence of social order based on economic self-organization actualizes the problem of study motivation of future specialist, in particular, teachers in sphere of pedagogical work. It should be borne in mind that, on the one hand, the conditions of society development requires competitive specialists focused on social values, on the other hand, the representation of today's young people are not focused on the internal, personal significance aside competitiveness and external social side of success. It becomes particularly relevant resolution of the conflict in terms of formation of motivational preferences of pedagogical high school students to pedagogical work.

**Key words:** professional orientation and consolidation, professionally pedagogical orientation and motivation,

#### RESUMEN:

La educación en la escuela secundaria es una de las etapas más importantes de la formación profesional, de conformidad con la formación de una idea adecuada de su profesión futura y la actitud hacia ella. Los cambios que ocurren en nuestra sociedad determinan el sentido de tensión en las categorías y conceptos ya bien establecidos y correlacionados con la esfera valor-motivación de la personalidad estudiantil moderna. El surgimiento del orden social basado en la autoorganización económica actualiza el problema de la motivación del estudio de los futuros especialistas, en particular, los profesores en el ámbito del trabajo pedagógico. Debe tenerse en cuenta que, por un lado, las condiciones de desarrollo de la sociedad requieren de especialistas competitivos centrados en los valores sociales, por otro lado, la representación de los jóvenes de hoy no se centran en el significado interno, personal, Social del éxito. Se convierte en una resolución particularmente relevante del conflicto en términos de formación de las preferencias motivacionales de los estudiantes de secundaria pedagógica al trabajo pedagógico.

## 1. Introduction

The urgency of the problem research psychological factors in the formation of motivation educational activity is determined by process optimization tasks of personal and professional formation of the expert in the course of high school education. This suggests the need for a search problem of psychological conditions and means of formation motivational sphere of the student's personality, which is based on two basic premises: the need for knowledge of their characteristics and to develop methods for diagnosis and timely correction (Lekerova G.Zh., 2014).

In order to test private research hypotheses about the dynamics of motivation of educational activity of students of pedagogical teaching high school provide different ratio of its structural elements, as well as the change of learning activities in the course of training in high school, we conducted a longitudinal study over five years on a sample of students ( $n= 50$ ), using the following methods: a methodology "Studying motivation of students of pedagogical high school" of S. Pakulina, M.V. Ovchinnikov; method of "Study of motivation to succeed," of S.L. Pakulina; test questionnaire motivational-semantic structures of Yu.M. Orlov - B.A. Sosnowski, a technique of "constructive motivation" of O.P. Yeliseyev; semantic differential of Ch.Osgood.

To determine the motivational-semantic formations of students of pedagogical high school, we used the test questionnaire of Yu.M. Orlov - B.A. Sosnowski developed on the basis of well-known foreign options (J. Atkinson, D. McClelland, H. Hekhausen etc.). Motivational strategies were investigated using the technique of O.P. Yeliseyev "Motivation constructiveness" (Lekerova G.Zh., 2016).

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## 2. Methods

Problem of formation motivation in pedagogical sphere, as it is known from this special list of literature remains to be hardly worked out both in theoretical and practical parts. There are many studies devoted to the research of special pedagogical abilities, organization of the studying process, problems of interrelation between a teacher and a student. However, the problem of formation of motivation in pedagogical sphere still raises some debates (Lekerova G.Zh., 2014).

In order to prove one hypothesis that the formation of personality motivation can increase with the help of purposeful influence of psychological factors, by active methods of study (psychological special course, practicum, training), introduced in the curriculum of specialists training in higher educational institutions, we have conducted the following research which revealed the initial state of motivational formation among the students of the 2-nd year of study in pedagogical specialty.

Most part of the students in experimental (62.5%) and control (55%) groups did not have or had only partial idea about their future profession. Consequently, only 37.5% of students from experimental group and 20% from control group did not connect their professional intentions with the chosen specialty.

This, in its turn, became the evidence of absence or insufficient development of necessary professional vocation (Lekerova G.Zh., 2014).

Results of a verification experiment showed insufficient formation of motivational component of the future teachers, they can be approved by lower index of progress and coefficient of students' attitude to the chosen specialty (0,45 – in experimental, 0,55 – in control groups).

Formative stage of experiment showed realization of principles of active methods of study

worked out on the technology (collective-dialogue cognitive activity).

The students gradually become self-assured, develop their abilities in their professional sphere, take possession of professional experience, develop creatively, improve the system of valuable orientation (Lekerova G.Zh., 2015).

The aforesaid lets us come to a conclusion that formation of personality motivational sphere may be improved by the influence of psychological factors, means of influence such as active methods of education (psychological special course, practicum, training), introduced into the process of specialists preparation in higher educational institutions.

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### **3. Results**

Results of formative experiment affirmed main hypothetical suggestions of the research that under the conditions of formation of collective-dialogue cognitive activity in the process of education there occurs intensive development of motivation towards pedagogical activity which is expressed through personality changes and, consequently, in the increase of effectiveness of the studying process.

We conducted a research study of the semantic field "My profession", in order to examine the hypothesis that personal feeling is manifested in the form of reasonable purpose set before a man belonging to the motivational sphere and which prejudge the teacher's activities.

A subjective semantic field "My profession" is build on the basis of teachers' factual matrix. The results of teachers' subjective scaling of the properties describing their professional activity have been analyzed on the basis of factual matrix. For a strict order of properties there has been conducted a pilot experiment by J. Kelly methodology of personality designing which allowed to define the properties used for evaluation of professional activity.

This methodology also lets escape possible distortions occurring under external thrust of those properties which are not peculiar for the person's professional activity (Lekerova G.Zh., 2015).

During testing we have used binomial criterion 'm' designed for contrasting the frequency of occurrence of some effect with theoretical or given frequency of its occurrence. 'm' criterion determines whether empiric frequency of occurrence of a property exceeds the given, theoretical one. The differences are true if an empiric frequency 'm' (emp.) is more or equal to critical meaning of 'm' (cr.).

Sensible aims have been studied on the basis of psychosemantic research with the help of factor analysis by method of main components with Varimax circulation. Data of subjective scaling of properties describing a professional activity have undergone factor analysis.

Main aim of studying semantic field "My profession" was to investigate teachers' sensible aims towards their professional activity. We were interested in the sensible aim as the leading stage of purposeful activity regulation which represents the form of expression of a personal sense – be ready to fulfill a definite activity. A personal sense displayed in the form of a sensible aim belongs to the sphere of motivation and determines our activity.

Our data have revealed different motifs – from self-actualization to escape from being actively involved. Subjective images of the profession in the way they have been formed in the professional teacher cognition are the bearers of those sensible aims, "standardized invariants of personal sense" of professional group members (in our case – groups of teachers). It has become a confirmation of a private hypothesis of our research.

To check a hypothesis that adequacy between the level of functioning of personal sense system and direction of professional activity, which is manifested in the sensible attitude to these elements of reality and to a person as an object of this relation, postulates motivation necessary for an effective activity, we have conducted a research to study life-sense personality orientations and their interdependence with the development of professionally-meaningful qualities.





16	Satisfaction of dominance	SDm	4	1	0	4	2	1	8
17	Attitude to studying	AS	4	0	3	2	0	3	8
18	Examination anxiety	EA	0	0	0	0	0	0	0

On the 1st course total number of connections is 27. Extrinsic motivation of studying is the most powerful in the number of connections in the pleiad, other variables also have a high rate of correlations within the pleiad: dominance, affiliation, adaptation strategies and rivalry. A small number of connections have a strategy of avoidance and satisfaction with domination.

Extrinsic motivation of studying provided by the aspiration of students to communicative interaction, the desire to take their place in the student team. A large number of relationships of domination provide a motivational strategy for competitiveness, and since on 1st course the primary adaptation when changing the educational system becomes important, then the strategy of adaptation has a sufficiently large number of connections (Gordeeva T.O., Manuchina S., Shatalova J.,2002).

On the 2nd course the number of connections decreases and it is 20. Extrinsic motivation of studying is replaced by the inner motivation The strategy of adaptation by the number of connections is also leading, but strategy of avoidance appears with a large number of links the strategy of avoidance. A large number of connections get internalized success. A small number of correlations on the 2 course are affiliation and cooperation strategy.

Intrinsic motivation of studying closely linked with the motivation of success, which became an inner experience (internalized success). If on the 1st course university adaptation involves the use of coping strategies of competition, at the final stage of the adaptation strategy of avoidance is used when there is a desire to maintain the success to the 2nd course.

In the 3rd year the total number of connections is 21. The most powerful in the number of connections is the strategy of cooperation; other variables also have a large number of connections: the satisfaction of knowledge, dominance, and affiliation. A small number of links are relevant to studying, achievement, affiliation, dominance, exteriorize success.

Exactly at 3 course appears constructive cooperation strategy and it is related to the domination satisfaction of knowing. A new kind of learning activities - studying and research activities - leads to a combination of satisfaction with knowledge of domination and affiliation.

On the 4 course the number of connections is sharply reduced and is 15. The largest number of correlations has a strategy of avoidance; a large number of connections have exteriorized success. The least amount of correlations has affiliation, strategy of internal-subject cooperation.

In the 4th year the number of elements of the motivational structure, with a small number of connections exceeds the number of elements with the average number of connections. That is what makes a lead strategy of avoidance and the prevalence of exteriorized success.

In the 5th course the number of connections is restored and is 18. The leading and only internal-subject of cooperation strategy. A small number of correlations have become intrinsic motivation of studying and motivational-meaning education: knowledge, dominance, domination and achieve satisfaction. Consequently, the structure of motivation of educational activity of students of a pedagogical high school in the 5th course is depleted.

## 4. Discussion

Analysis of correlation showed that there are pleiads of connections within the structural

elements of studying motivation (e.g., motivational strategies, motivational and semantic structures, motivation to succeed). Their relationship to each course is different. The largest number of correlations between the studied variables observed at 1st course. On the 2nd, 3rd and 5th courses the number of connections is approximately the same.

Dramatically reduced number of correlations is in the 4th year. The most complex and diverse structure of learning motivation at 1 course as it contains more connections.

Of the 18 elements of the motivational structure of the dominant compounds are domination external cooperation strategy object intrinsic motivations of studying externalized and internalized successfully.

In all factor structures there are various combinations of motivational strategies. Structural elements create a particular motivational strategy implemented in educational activities or behavior.

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## 5. Conclusion

Knowledge and satisfaction of studying present in the structure of educational motivation of students of 1st and 2nd courses. Students at this stage want to study.

On the 5 course knowledge takes the form of commitment to it, but a positive attitude to studying appears on 1st and 3rd courses. Achievement presents in the structure of educational motivation of students of 1 and 3 courses, but satisfaction with achievement comes only on 2nd course. Affiliation is a part of educational motivation of students of the 2 and 5 courses.

2 course is associated with the development of the student group. Communication in the studying profession is an essential tool for the future professional activity; therefore affiliation is included in the factor structure of studying motivation of 5th course students (Hyin E.P. 2000).

Examination anxiety is manifested in the motivational structure of the educational motivation of students of the 2nd and 5th courses. The 2nd course students worry for real progress in learning and cognitive activity. On the 5th course of study examination anxiety constrained with the end of high school. The need to protect qualifying works, sit the state exams, and updating professional motives.

The results of empirical research, supported by mathematical and statistical methods that allow us to speak about the study confirms a hypothesis that the dynamics of motivation of educational activity of pedagogical high school given by: 1) various ratios of the structural elements; 2) change of learning activities in the learning process at the university (Viljunas V. K. 1990).

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