

## TECHNOLOGY OF FORMATION OF STUDENTS’ MOTIVATIONAL WILLINGNESS FOR PROFESSIONAL ACTIVITY

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**Abstract:** The process of formation of the professional personality begins from the moment of choosing a profession and lasts throughout the professional life of a person, during which the most important problems of the relationship between a person and a profession are revealed. In psychology and pedagogy of Western countries, the problem of incentives to activity is revealed in a number of concepts and theories from different positions. Currently, motivation as a mental phenomenon is interpreted in

different ways. The main theories of motivation should be divided into two directions: substantive theories, which consider motivation from structural positions, and procedural theories, which consider motivation as a dynamic formation. What unites these areas is the understanding of motivation as secondary to the motive of education. The concept of “willingness” for activity is considered as an active and effective state of the person, the installation to determine behavior, mobilization of

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forces to perform the task. In the structure of professional willingness of the individual, researchers identify different components, among which the most important is the motivational one – attitude to the profession, the need to solve successfully the task and interest in the activity. An essential component of professional willingness is psychological willingness, which should be considered as a complex functional-psychological and personal formation, including: a positive attitude to a particular type of activity; adequate character traits and temperament to the requirements of the activity; the necessary knowledge, skills, abilities, and habits; stable professionally important features of cognitive and emotional-volitional processes.

**Keywords:** future specialist, motivation, professional readiness, professional activity, profession.

### **Introduction**

In the conditions of radical changes in the socio-economic sphere in Russia, the need of society for practice-oriented specialists increases. The role of the function of the specialist is changing;

the requirements for their professional competence are increasing. The employment of graduates of professional educational organizations in the market infrastructure is increasing, their role in the service of the population, the social sphere, the field of small business is increasing, and the opportunities for their participation in production in general are expanding. All this requires close attention to the process of formation of the personality of a professional in the process of professional training. Social living conditions affect significantly the motivation of students' educational activities. The leading educational motives of students when entering a professional educational institution are "professional" ones, but the role of motives during the training period changes. A significant role is played by career guidance, the organization of practical training, as well as the possibility of further employment. The process of forming the personality of a professional begins from the moment of choosing a profession and lasts throughout the professional life of a person. During it the most important problems of relationship of the person and a profession are revealed.

Undoubtedly, the profession affects the personality, changes them in the course of professional development. The stage of training in an educational institution is of great importance in this process, as in the educational programs of vocational education a large amount of time for practice in the workplace is given, it can be considered as the primary professional and personal adaptation. Professional education does not end with a diploma of graduation. It can be continued in other universities and in the workplace with the formation of positive motivation of the specialist to work in the profession [1-10].

The modern stage of life of our society represents a completely new understanding of the tasks of professional education. The improvement of the training system, stimulated by the social order of society, complicates the requirements to the level of training of the graduate, and, consequently, to their professional activity [11-19]. Today, it is not enough to provide the student with the amount of knowledge; the great importance is attached to the task of forming their professional willingness, which is considered by us as a personal quality

and an essential prerequisite for effective activity after graduation from a professional educational organization. Professional willingness of the student contributes to the successful performance of their duties, productive use of knowledge, experience, maintaining self-control and effective orientation in the performance of production tasks, helps the employee to adapt quickly to working conditions and further professional improvement. Professional willingness of the student includes a motivational component, which is expressed in a system of stable attitudes and motives. It can characterize the student's ability to solve problems in the learning environment, close to the real conditions of professional activity, and after graduation successfully included in the work of the specialty. Their mental state, focused on active actions, is considered as such a "mood", actualization and adaptation of the individual's capabilities for successful actions. The study of features of formation of motivational willingness of the student of higher education institution to professional activity is very relevant now [20-26].

## Literature review

In psychology and pedagogy of Western countries the problem of incentives to activity is revealed in a number of concepts and theories from different positions:

- behaviorists ignored the consciousness of the person and focused their attention on their behavior. The source of human activity, in their opinion, is only the external environment, which in one way or another encourages a person to activity. Any behavior is explained by the scheme “stimulus-response”, the source activating the reaction of the body is the stimulus, inducing a kind of physiological mechanism that affects the receptors and triggering a response;

- the basis for the development of theories of motivation in the practice of production management was Taylorism;

- a serious breakthrough in the psychological support of labor was the theory of “human relations”;

- Freudian and Neo-Freudian concepts of motivation of human behavior, the problem of motive forces in human activity and behavior;

- the central problem of psychoanalysis, which determines the behavior of people by their instincts.

In the 20s and subsequent years of the XX century, other theories of motivation emerged in Western psychology.

Currently, motivation as a mental phenomenon is interpreted in different ways. In one case, as a combination of factors that support and guide, i.e. determine the behavior; in the other, as a set of motives; in the third, as the motive activity of the organism and determining its orientation; in the fourth – the psychic regulation of specific activities, as a motive and as a mechanism determining the origin, direction and means of implementation of specific activities, as the total system of the processes responsible for motivation activities.

The main theories of motivation should be divided into two directions:

- 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, their professional activities. These are the concept of “hierarchy of

motives” by A. Maslow, the concept of motivation by D. McClelland, the theory of subjectively preferred risk by J. Atkinson and D. McClelland;

b) procedural 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 what patterns organize holistic motivated behavior, taking into account the interaction of motives with other processes – perception, cognition, communication. The most well-known in this group of concepts are the “theory of expectation” of V. Vroom, the theory of “justice”, the theory of “counteraction”, the theory of “labor investment”, etc. The understanding of motivation as secondary to the motive of education unites these directions.

The scientific socio-psychological literature contains competing and simultaneously complementary theories of motivation. Their general meaning ultimately comes down to the fact that the achievement of the result of work depends on the knowledge of the subjects of management or labor features of motivation of people who create the

result of work or study. Therefore, the achievement of their personal goals, satisfaction from the solution of tasks, self-affirmation, self-realization, etc. should be the subject of close attention, both the head and the psychologist, teacher of secondary vocational institution, etc. In a number of motives of activity (behavior) of the person in psychology the following is differed: views, beliefs, interests, ideals, aspirations to success (to achievement), avoidance of failures. This approach is adopted in determining the content of motivational willingness of the individual to the activity and in determining the ways of optimization.

### **Proposed Methodology**

The concept of “motivation” seems to be broader than the concept of “motive”. At the same time, motives and motivation are internally conditioned, although they depend on external stimuli. Motivation encourages and initiates actions and activities, determines objectives, directs the action on the target, adjusts and monitors the implementation of actions and intentions, specifies whether actions are stopped, paused, or interrupted and

switched. Our study uses the understanding of motivation as a set of motives that internally determine human activity and behavior and as a process that guides and supports activities, gives it stability and effectiveness.

Motive denotes a conscious inner urge to activity. Motives are the basis of a positive attitude to the activity, as they give it a personal meaning. All motives in their totality are components of motivational readiness of the person for this or that activity. The degree of formation and stability of these motives is an indicator of the level of motivational readiness of the individual to activity.

The concept of “willingness” for activity is considered as an active and effective state of the person, the objective to determine behavior, mobilization of forces to perform the task. In the structure of professional willingness of the individual, researchers identify different components, among which the most important is the motivational one – attitude to the profession, the need to perform successfully the task and interest in the activity. A. F. Shikun includes in the structure of the holistic system of

psychological willingness of the individual for professional activity objective, mobilization and “attitude” to perform the tasks.

An essential component of professional willingness is psychological willingness, which should be considered as a complex functional-psychological and personal formation, including: a positive attitude to a particular type of activity; adequate character traits and temperament to the requirements of the activity; the necessary knowledge, skills, abilities, and habits; stable professionally important features of cognitive and emotional-volitional processes. The success of any activity depends on the motivational willingness of the subject to its implementation. Motivational willingness is considered as a certain, adequate set of motives that determine the overall positive attitude of a person to this activity and the success of its development and implementation. The degree of formation and stability of these motives serves as an indicator of the level of motivational willingness of a person for activity. The motivational willingness of students for their future professional activity is formed in the process of training.

The researchers emphasize the importance of understanding that depending on the dominant motive of activities aimed at achieving success, the

results of this activity, people with the motives of achieving success and avoiding failure tend to explain in different ways (table 1).

Table 1

**Differences in the explanation of results (depending on the activity) of motivation to achieve success and avoid failure**

Motive to achieve success	Motive to avoid failure
1	2
Achievements are ascribed to intrapersonal factors (ability, effort, etc.)	Achievements are ascribed to external factors (ease or difficulty of the task, luck, etc.)
The tendency to return to a task in which there has been a failure, and even usually achieve better results	After a failure in a certain task or field of activity, there is a tendency to avoid it in the future, the desire to never return to it, and the best results are achieved in the case of consistent unambiguous success
A meaningful, distant goal stimulates activity to a greater extent	Activity is more stimulated by a close goal or plan

These data suggest that success in educational and other activities of people who have expressed motives for achieving success or avoiding failure, may be different (which is taken into account in our empirical study). The procedural theories of motivation recognize the importance of the existence of all these needs, but it is

shown that human behavior also depends on the perception and understanding of the situation, on the prediction of the consequences of the chosen type of behavior.

**Result Analysis**

The model of formation of positive motivation of professional

activity of subjects of education from the point of view of reinforcement and motivation on the basis of the following principles is developed: the account of all kinds of needs of the person; the account of the real contribution of each employee to the final result.

At the same time, the following groups of methods were taken into account: economic, target, design and redesign of work, the method of employee involvement. The results of the study of motivation of educational and professional activities of college students in Tver in 2018 showed the following:

- in the process of training, students' requirements to work change, different aspects of it acquire personal meaning and determine the attractiveness of the profession, but the motivation of first-year students is always higher than the motivation of graduate students;

- in the process of formation of professional motivation the role of social motives increases;

- up to 30% of students after graduation do not plan to work in the chosen specialty, as they did not like it;

- in the process of employment graduates are guided most often by the motive of material wellbeing;

- graduates are poorly informed about the possibilities of finding work in the labor market.

These factors reflect the following psychological characteristics of college students:

- over the course of their studies, graduate students are more motivated to avoid failure and less motivated to succeed: graduate students are more motivated to protect themselves than first - year students;

- in the process of training, the degree of readiness of students to risk is unstable: it increases by the end of the educational institution;

- college graduates have a high level of motivation to acquire knowledge associated with the desire to graduate and continue their studies at the university;

- the motive of mastering the profession during the entire training is not leading;

- the leading motive of learning is the motive of students to get a diploma;



- as the motives of extracurricular activities the following ones were identified: the desire for self-realization, the opportunity to receive a monetary reward, increasing the authority in the group, the principle of “if not me, then who?”.

On the basis of diagnostics the structure of motivational willingness of students to their professional activity is defined. It includes:

1. Internal motives:

- ambition to self-realization in activity;
- motivation to succeed and motivation to avoid failure;
- willingness to take risks in activities.

2. External manifestations of motivational willingness for professional activity:

- the attractiveness of the profession, the desire to work in the chosen profession;
- positive motivation for educational and professional activities (mastering professional knowledge, mastering a profession, good academic performance);
- participation in extracurricular activities.

The complex system of the organization of work of subjects of education on formation of motivational willingness of students for professional activity includes the following directions:

- the psychological service plans and conducts motivational trainings and individual work;
- teachers form positive professional motivation in the educational process;
- masters of industrial training have an impact on the formation of positive professional motivation through practical training;
- teachers of hostels, teachers-organizers form motives of self-realization, self-expression in leisure activity;
- the administration of the professional educational organization organizes events for employment of graduates, coordinates the activities of all subjects of education.

Practical training plays an important role in the formation of students' motivational willingness for their professional activities. Masters of industrial training with a view to the formation of the attractiveness of work,

creative development, overcoming the risk factors at the beginning of independent professional activity of students to understand their inner abilities use actively in the work advanced learning technologies at the enterprises – the social partners, material and technical equipment of workshops of the college, the organization of practical training excursions to enterprises are carried out, experts in the field of the profession getting by students, university graduates are invited. Curators, educators and organizers of leisure activities in cultural events paid attention to the formation of students' motives of professional self-determination, self-expression and self-realization.

All work was built on the basis of the analysis of the motivational sphere of students and planned by the administration of the professional educational organization.

After the end of the experiment, the final psychodiagnosis was carried out according to the same methods as at the beginning of the study.

It is revealed that in the process of educational and professional activity of students of the experimental group

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there was a further change in the motivational sphere.

### **Conclusion**

Taking into account the importance to competitive graduate of professional educational organization of their high motivation to perform professional activities, it is necessary to form positive motivation of teachers to the teaching work as the main goal of teachers should be considered in forming a high level of motivational willingness of students for professional work. For the formation of a high level of positive motivation of professional activity of psychologists, teachers, trainers, educators of dormitories and teachers – organizers they must first conduct psycho-pedagogical training and retraining, improve working conditions, take into account the desire for professional growth. Formed internal motives of students: the desire for self-realization in activities, motivation for success and willingness to risk - can serve as indicators of motivational willingness of students for professional activities. As indicators of motivational willingness of students for professional activity such external manifestations can

be considered: the desire to work in the chosen profession, the successful acquisition of professional knowledge, the desire to own a profession, active participation in extracurricular activities, good academic performance. Maximum intensification of educational and professional activities of students, assistance in their professional development by psychologists, administration, teachers, masters of industrial training, educators is a crucial condition for the formation of motivational willingness of students for professional activities.

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