

Artículo de investigación

Formation of motivational readiness of future specialist

Formación de la motivación para buena disposición del futuro especialista

Formação da motivação para boa disposição do futuro especialista

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The main theories of motivation have been divided into two directions: substantial theories that consider motivation from structural positions, and procedural theories that consider motivation as a dynamic formation. These areas are united by the understanding of motivation as secondary formation to the motive. In this study the concept of "readiness" for activity is considered as an active-effective state of the individual. In the structure of professional readiness of the individual, researchers identify different components, among which the most important is the motivational – attitude to the profession, the need to complete the task successfully and interest in the activity. Of the main goal of this study is considering psychological readiness as a complex functional, psychological and personal formation. As follows in this study, psychological study includes: a positive attitude to a particular type of activity; adequate to the requirements of the character and temperament; the necessary knowledge,

Resumen

Las principales teorías de motivación se han dividido en dos direcciones: teorías sustanciales que consideran la motivación desde posiciones estructurales y teorías de procedimiento que consideran la motivación como una formación dinámica. Estas áreas están unidas por la comprensión de la motivación como formación secundaria al motivo. En este estudio, el concepto de "preparación" para la actividad se considera como un estado activo-efectivo del individuo. En la estructura de preparación profesional del individuo, los investigadores identifican diferentes componentes, entre los cuales el más importante es la actitud motivadora hacia la profesión, la necesidad de completar la tarea con éxito y el interés en la actividad. El objetivo principal de este estudio es considerar la preparación psicológica como una formación funcional, psicológica y personal compleja. Como se explica a continuación en este estudio, el estudio psicológico incluye: una actitud positiva hacia un tipo particular de actividad; Adecuado a

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skills, habits; stable professionally important features of cognitive and emotional-volitional processes. The study pursues a model of formation of positive motivation through a professional activity of subjects of education in terms of reinforcement on the basis of the following principles: taking into account all kinds of needs of the individual; taking into account the real contribution of each employee to the final result.

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

los requerimientos del carácter y temperamento; Los conocimientos, habilidades, hábitos necesarios; Características estables profesionalmente importantes de los procesos cognitivos y emocional-volitivos. El estudio persigue un modelo de formación de motivación positiva a través de una actividad profesional de sujetos de educación en términos de refuerzo.

Palabras claves: futuro especialista, preparación motivacional, calidad de la formación profesional, actividad profesional.

Resumo

As principais teorias da motivação foram divididas em duas direções: teorias substanciais que consideram a motivação a partir de posições estruturais e teorias processuais que consideram a motivação como uma formação dinâmica. Essas áreas estão ligadas pela compreensão da motivação como formação secundária ao motivo. Neste estudo, o conceito de "preparação" para a atividade é considerado como um estado ativo-efetivo do indivíduo. Na estrutura de preparação profissional do indivíduo, os pesquisadores identificam diferentes componentes, dentre os quais o mais importante é a atitude motivadora em relação à profissão, a necessidade de completar a tarefa com sucesso e o interesse pela atividade. O principal objetivo deste estudo é considerar a preparação psicológica como uma complexa formação funcional, psicológica e pessoal. Como explicado abaixo neste estudo, o estudo psicológico inclui: uma atitude positiva em relação a um tipo particular de atividade; Adequado às exigências de caráter e temperamento; O conhecimento, habilidades, hábitos necessários; Características profissionalmente importantes estáveis de processos cognitivos e emocionais volitivos. O estudo persegue um modelo de treinamento de motivação positiva através de uma atividade profissional de sujeitos de educação em termos de reforço.

Palavras-chave: futuro especialista, preparação motivacional, qualidade da formação profissional, atividade profissional.

Introduction

In the conditions of fundamental changes in the socio-economic sphere in Russia, the need of society for practice-oriented specialists increases. The role of the specialist's function is changing; the requirements for his professional competence are increasing. Employment of graduates of professional educational organizations in the market infrastructure increases, their role in service of the population, the social sphere, the fields of small business increases, opportunities of their participation in production in general expand. All this requires close attention to the process of formation of professional personality in the process of professional training (Solopanova & Tselkovnikov, 2016).

Social conditions of life affect significantly the motivation of students' learning activities. The

leading educational motives of students for entering to a professional educational institution are "professional", but the role of motives during the training period is changing. A significant role is played by career guidance, organization of practical training, as well as the possibility of further employment (Tsahaeva et al, 2017).

The process of formation of a professional personality begins with the choice of 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 identified. Undoubtedly, the profession affects the person, changes him 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 is given for practice in the workplace, it

can be considered as a primary professional and personal adaptation (Badakhova, 2017).

Vocational education does not end with a diploma of graduation. It can be continued in other universities and in the workplace with the formation of a positive motivation of a specialist to work in the profession.

The modern stage of life of our society is a completely new understanding of the problems of vocational education.

Improving the system of education, stimulated by the social order of the society, complicates the requirements for the level of training of graduates, and, consequently, to his professional activities. Today, it is not enough to provide the student with the amount of knowledge; the importance is attached to the task of forming his professional readiness, which we consider as a personal quality and an essential prerequisite for effective activity after the end of a professional educational organization (Gaivoronskiy, 2017). Professional readiness of the student contributes to the successful performance of their duties, productive use of knowledge, experience, self-control and effective orientation in the performance of production tasks, helps the employee to adapt quickly to working conditions and further professional development. Professional readiness of the student includes a motivational component, which is expressed in a system of sustainable attitudes and motives. It can characterize the ability of the student to solve problems in the learning environment, close to the real conditions of professional activity, and after graduation successfully included in the work on specialty. As such a "mood", actualization and adaptation of the possibilities of the individual for successful action his mental state, focused on active action is considered (Aminova, 2016).

The study of the features of the formation of motivational readiness of a University student for professional activity is currently relevant.

Research Methodology

In psychology and pedagogy of Western countries the problem of motivation to activity is revealed in a number of concepts and theories from different positions (Zulaeva et al, 2018):

- behaviorists ignored consciousness of the person and focused on his 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-reaction", the activating source of the body's reaction is an irritant that induces a kind of physiological mechanism that affects the receptors and triggers a response;

- the basis for the development of theories of motivation in the practice of production management was the Taylorism;
- a major breakthrough in the psychological support of labor was the theory of "human relations";
- Freudian and neo-Freudian concept of motivation of human behavior, the problem of the motive forces in the activities and human behavior;
- the central problem of psychoanalysis, which determines the behavior of people by their instincts.
- In the 20-ies and subsequent years of the XX century in Western psychology there were other theories of motivation.

Currently, motivation as a mental phenomenon is treated differently. In one case – as a set of factors that support and guide, that is, determining behavior; in the other – as a set of motives; in the third – as a motivation that causes the activity of the body and determines its direction; in the fourth - as a mental regulation of a particular activity, as the action of the motive and as a mechanism that determines the emergence, direction and methods of implementation of specific forms of activity, as a total system of processes responsible for the motivation of activity (Daudova et al, 2016).

The main theories of motivation should be divided into two directions (Akopyan & Hovhannisyán, 2017):

- a) substantive theories consider motivation from a structural standpoint. They focus on the identification and study of the internal factors (needs, motives) that underlie the behavior of people, their professional activities. This is the concept of "hierarchy of motives" by A. Maslow, the D. McClelland's concept of motivation, the theory of subjectively preferred risk by J. Atkinson and D. McClelland;
- b) procedural theories consider motivation not as static, but as a dynamic formation, as a

process, a mechanism for the implementation of existing motives. They reveal the patterns by which a holistic motivated behavior is organized taking into account the interaction of motives with other processes – perception, cognition, communication. The “Expectations Theory” by V. Vroom, theory of “justice”, theory of “counteraction”, the theory of “labour investment”, etc. are the most famous in this group of concepts.

These areas are united by the understanding of motivation as secondary formation to the motive.

The scientific socio-psychological literature contains competing and at the same time complementary theories of motivation. Their general meaning is ultimately 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-assertion, self-realization, etc. should be the subject of close attention, the head and the psychologist, the college teacher, etc (Zakharchenko, 2016).

In a number of motives of activity (behavior) of human in psychology the following ones are distinguished: attitudes, beliefs, interests, ideals, and striving for success (achievement), avoidance of failures.

This approach is adopted in determining the content of the motivational readiness of the individual to work and in determining the ways of optimization.

Research Results

The concept of “motivation” is broader than the concept of “motive”. At the same time, motives and motivation are caused internally, 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 implementation of intentions, specifies the stop, break into or interrupt and shifting. In our study, we use understanding of motivation as a set of motives that from the inside determine human activity and behavior and as a process that guides and supports activity,

gives it stability and efficiency (Morozov et al, 2018).

Motive means the inner conscious impulse to activity. Motives represent the basis of a positive attitude to activity, as they give it a personal meaning. All motives in their aggregate are components of motivational readiness of the person to 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 work.

The concept of “readiness” for activity is considered as an active-effective state of the individual, the installation on the definition of behavior, the mobilization of forces to solve the task. In the structure of professional readiness of the individual researchers identify different components, among which the most important is the motivational – attitude to the profession, the need to successfully complete the task and interest in the activity. A. F. Shikun includes in the structure of an integrated system of psychological readiness of the individual to professional activity installation, mobilization and “attitude” to solve the tasks (Borisova et al, 2018).

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

The success of any activity depends on the motivation of the subject to its implementation. Motivational readiness 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. An indicator of the level of motivational readiness of the individual to activity is the degree of formation and stability of these motives. Motivational readiness of students for their future professional activity is formed in the process of training.

Discussion

The model of formation of positive motivation of professional activity of subjects of education in

terms of reinforcement and motivation on the basis of the following principles is developed (Borisova & Novoseltseva, 2016):

- taking into account all types of personal needs;
- taking into account the real contribution of each employee to the final result.

The following groups of methods were taken into account: economic, target, design and redesign of work, method of involving employees.

The results of the study of motivation of educational and professional activity of students of Tver colleges in 2017 showed the following (Ilkevich & Medvedkova, 2017):

- in the process of learning, the requirements of students to work change, its different aspects acquire a personal meaning and determine the attractiveness of the profession, but the motivation of freshmen is always higher than the motivation of graduate students;
- in the process of professional motivation formation 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 often guided by the motive of material well-being;
- graduates are poorly informed about the possibilities of finding work in the labour market.
- These factors reflect the following psychological characteristics of college students (Sergeeva et al, 2017):
- during the training at the students for graduation course motivation to avoid failures increases and motivation to succeed decreases: graduate students have more motivation for protective behavior than first - year students;
- in the process of learning, the degree of students' readiness for 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 finish educational institution and continue their studies at the university;

- the motive of mastering the profession throughout the training is not leading;
- the leading motive of training is the students' motive for obtaining a diploma;
- as the motives of extracurricular activities the following ones are identified: the desire for self-realization, the opportunity to receive monetary compensation, increasing the authority in the group, the principle of "if not me, then who?".

On the basis of diagnostics the structure of motivational readiness of students of colleges to their professional activity is defined. It includes (Abdulatipova & Tsakhaeva, 2017):

1. Internal motives:

- striving for self-realization in activity;
- motivation to succeed and motivation to avoid failure;
- risk-taking in activities.

2. External manifestations of motivational readiness for professional activity:

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

The complex system of the organization of labor of subjects of education on motivational readiness formation of students for professional activity includes the following directions (Gasanova et al, 2017):

- psychological service plans and conducts motivational trainings and individual work;
- teachers form a 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 in hostels, teachers-organizers form the motives of self-realization, self-expression in leisure activities;
- the college administration organizes activities for employment of graduates, coordinates the activities of all subjects of education.

Practical training plays an important role in the formation of motivational readiness of students for their professional activities. Masters of industrial training for the purpose of formation of

appeal of work, its creative development, overcoming of risk factors at the beginning of independent professional activity of students for understanding of the internal abilities use actively in work the advanced technologies of training at the enterprises-social partners, material and technical equipment of educational workshops of college, at the organization of practical training excursions to the enterprises are carried out, experts in the field of the profession received by students, graduates of college are invited (Tsahaeva et al, 2016).

Curators, educators and organizers of leisure activities in cultural events drew attention to the formation of students' motives of professional self-determination, self-expression and self-realization.

All work was based on the analysis of motivational sphere of students and planned by the college administration.

After the end of the experiment, the final psychodiagnostics was carried out using 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 there was a further change in the motivational sphere.

Conclusion

Taking into account the importance for the personality of a competitive graduate of professional educational organization its high motivation to perform professional activities, it is necessary to form a positive motivation of teachers to pedagogical work; the formation of a high level of motivational readiness of students for professional activities should be considered as the main goal of teachers.

To form a high level of positive motivation of professional activity of psychologists, teachers, masters of industrial training, teachers of hostels and teachers-organizers, it is necessary first of all to conduct their psychological and pedagogical training and retraining, to improve working conditions, to take into account their desire for professional growth.

Formed internal motives of students: the desire for self-realization in activity, motivation for success and willingness to risk can serve as

indicators of motivational readiness of students for professional activity.

As indicators of motivational readiness of students for professional activity such external manifestations can be considered as: the desire to work in the chosen profession, the successful mastery of professional knowledge, the desire to own a profession, active participation in extracurricular activities, good academic performance.

Maximum intensification of educational and professional activity of students, assistance in their professional development by psychologists, administration, teachers, masters of industrial training, educators is a crucial condition for the motivational readiness formation of students for professional activity.

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