

**FEATURES OF MOTIVATION DEVELOPMENT OF PROFESSIONAL  
ACTIVITY OF STUDENTS OF SOCIOECONOMIC SPECIALTIES**

**Summary.** The article analyzes the results of the diagnostic experiment conducted to examine the level of motivation of future professional activity of students of socioeconomic specialties. Interpretations of structure and maintenance of the personality's motivational sphere are considered. The author reveals psychological and pedagogical conditions of positive motivation formation of future careers of the students of socioeconomic specialties. The importance of group learning activities, training forms of education, technology portfolio in the training of future specialists of socioeconomic branch is proved.

**Keywords:** motivation of professional activity, motivation of educational activity, students of socioeconomic specialties, group educational activity, professional trainings, portfolio technology.

**The problem of the article.** Specialists of socioeconomic professions (person – person type), who provide solving of the general population's social problems are of the extreme demand in Ukraine. The request for the competitive specialist of socioeconomic areas with creative features, with highly developed intersubjective abilities and creativity is a tendency of development of modern society. However, currently there is a discrepancy in the content of vocational training of future specialists of socioeconomic specialties to the nature of requirements of modern society, and also their insufficient psychological readiness for professional work in the socioeconomic areas. In particular, it is connected with insufficiently developed motivation to the chosen professional activity, deficiency of necessary knowledge of professional image formation and ways of its updating in modern difficult economic conditions.

**The analysis of main researches and publications.** Motivational component is extremely important for the formation of professional competence and

competitiveness of future specialists of socioeconomic areas. From the point of psychological view professional activity is considered as the process consisting of a set of ordered actions which are characterized by motivational, targeted and executive aspects. In the implementation of any kind of activity the defining part is assigned to its motives. Unmotivated activity does not exist (L. Vygotsky, A. Leontiev). Motivation is considered as a process of mental regulation of specific activities, as a mechanism to determine the origin, direction and methods of specific forms of activity.

Motive is a complex mental formation, which builds the subject itself. High level of motivation characterizes development of a social component of specialist's competitiveness and higher general level of competitiveness in the labour market respectively. On the contrary, lack of motivation (*ceteris paribus*) reduces competitiveness of an employee of socioeconomic area [4].

The analysis of psychology and pedagogical literature showed the absence of unanimity scientists' views concerning an interpretation of structure and the maintenance of the motivational sphere of the personality. Motivation is characterized as set of the factors defining and directing person's behavior (E. Ilin); motives that lead to activity of the individual and determine its orientation (L. Bozhovych); process of action of motives (K. Khekkhauzen). In pedagogical literature motives of educational activity are classified into groups: by orientation – social and informative (M. Vovchyk-Blakytna, A. Markova); by modality – positive and negative (B. Dodonov, P. Yakobson); by localization of incentives of behavior – external and internal (M. Rogov); by procedural and productive orientation – discrete and procedural (I. Zymnia). Numerous studies demonstrate that efficiency of future professional activity of students depends on a ratio of the specified types of motives in their motivational sphere (R. Borkivska, V. Morhun etc.).

**The allocation of unsolved aspects of the problem.** Formation of positive learning motivation, motivation of professional work and interest in the chosen specialty of future specialists of socioeconomic areas acts as a psychological condition of preparation for professional activity success (A. Markova, O. Moroz

etc.). The way to effective professional activity of future specialists of socioeconomic specialties lies through understanding of their motivation. Only knowing what motivates someone, what encourages him to act, which motives are the cornerstone of his actions, it is possible to try to develop an effective system of forms and methods of management of professional activities.

In this regard, the study of motives that encourage students of socioeconomic specialties to seize future profession, determination of optimal conditions for their formation is an important task of the theory and methods of professional education.

**The purpose of the article** is justification of psychology and pedagogical conditions of formation of professional activity motivation at students of socioeconomic specialties for the purpose of successful professional activity in the long term.

**The main material.** To study the level of motivation we conducted a diagnostic experiment, in which students of 1-4 courses of socioeconomic specialty "Health of a Person / Physical Rehabilitation" of humanitarian faculty of Poltava National Technical Yuri Kondratyuk University and socio-humanitarian faculty of Poltava institute of economy and law took part. The analysis of results of diagnosis of students' learning motivation was determined by the V. Sopov method (in A. Prokhorov's modification) [2], confirmed the domination of low indicators. Low and medium levels of educational motivation were typical for 36.34% and 35.51% of individuals respectively. The optimal level of learning motivation showed only 28.15% of students. There was no respondent with a high level of educational motivation.

Determination of level of motive formation of success achievement was carried out by Y. Orlov, V. Shkurkin, L. Orlova [3]. Analysis of the test results showed that 26,2% of students have low need of success achievement; below an average and average – 37,4% and 25,1% respectively; 11,3% of students showed above an average level of need of success achievement.

A carried-out anonymous survey by T. Shamov method allowed determining students' relation to study. Analysis of the survey showed that the majority of

students (51.7%) have low level of relation to educational activity (unstable situational interest); sufficient level (interest in learning process) – characterizes 32,1% of people; optimum (increased cognitive interest to study) – have 16,2% of people.

Unsatisfactory level of educational motives formation of students gave the grounds for the assumption that there can be the several reasons for this: considerable volumes; complexity; high rate of significant educational information with psycho-informational overload of students, especially during the first years; insufficient awareness of the importance of the gained knowledge for future professional activity; imperfection of traditional forms of the educational activity organization, applied learning methods and control; ineffective organization of independent work of students in the classroom and extracurricular time.

The existing system of educational process of higher education institution mostly focuses students on reproductive executive activity, promotes development of avoidance motive, but not achievement of success, forms unsatisfactory informative motivation, creates poor cognitive motivation, fixes poor attitude at a situational interest to studying or forced studying by necessity. Thus, spontaneous development of motivation does not provide formation at a considerable part of future specialists of stable positive educational motives that meet requirements of a profession.

Considering the specifics of educational professional activity of the students of socioeconomic specialties, we characterize compositional structure of their learning motivation as a hierarchically ordered system of motives, which encourages mastering effectively the basics of future professional activity and showing cognitive activity.

In our opinion, optimum motivational basis of students' future professional activity is made by a set of various motives: communicative-empathetic (aspiration to partner communication, productive interpersonal interaction); cognitive (a desire to acquire new knowledge, improve erudition level); professional and practical (a desire to master perfect future profession); procedural (a desire to be a successful subject of professional activity); achievement motives (to succeed); motives of self-affirmation

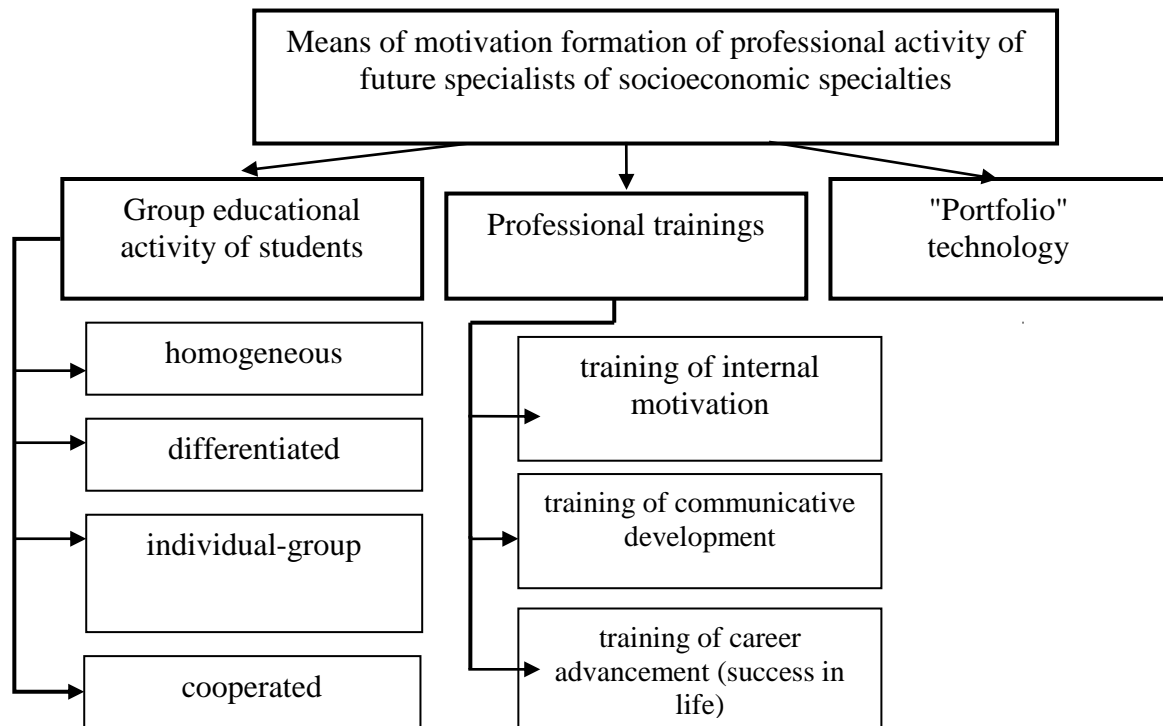
(a desire to occupy a prestigious position among personally significant environment, to earn approval from others); self-improvement motives (aspiration to increase the level of general and professional competence); pragmatic (aspiration to career growth); motives of duty (sense of responsibility for the results of your own activities) [1].

Considering the results of theoretical analysis of the problem and its own pedagogical experience, psycho-pedagogical conditions of optimal motivation of professional activity of the students of socioeconomic specialties are as follows: 1) organizational: prolonged use of various forms of group learning activities of students, professional training and portfolio technology (*pic. 1*); 2) didactic: avoiding of stereotyped carrying out of educational tasks, individualization of educational and professional activities of students; putting in order burden on a student during independent work; 3) psychological: formation of a sustained interest to a profession; development of perceptual and reflexive abilities of students.

Implementation of the specified conditions is most effective in the course of application of group educational activity of students. In the course of vocational training of students we unite different forms of group work. In particular, group educational activities can be: in terms of educational opportunities for students – homogeneous and heterogeneous; by specifics of the educational objectives distribution – homogeneous, differentiated, cooperated, individual-group; by functioning time – local and prolonged.

In our opinion, group educational activity has considerable potential opportunities for formation of optimum educational motivation of students, which are defined by: providing a positive emotional microclimate comfortable, conditions of training, expansion of opportunities for individualization of training (procedural motives); realization of natural aspiration of students to interpersonal interaction and communication (communicative-empathetic motives); formation of responsible interdependence relationships (motives of self-affirmation); formation of professional responsibility (motives of duty); stimulating cognitive activity of students in the collective solution of problems (cognitive reasons); expedient modeling of future

professional situations (professional motives); mediate character of the pedagogical management of small groups, change of the controlling function of the teacher to advisory-tutor function (motives of self-improvement).



**Pic. 1. Means of motivation formation of professional activity of future specialists of socioeconomic specialties**

The use of professional trainings can be other psycho-pedagogical condition of formation of educational motivation of students. Training is a planned process of modification (change) of the attitude, knowledge or behavioural skills of a student, through the acquisition of educational experiences or the purpose of achievement of effective implementation in a certain kind of activity or branch [5]. Training technologies of education are noted by many researchers as particularly attractive from the point of view of formation of professional competences of the future specialists of socioeconomic sphere.

We characterize a professional training in organizational aspect as a specific group form of the process organization of training at the higher school with the professional practice-oriented purpose. The educational group of students at the same time becomes educational and training group where the combination of lecture

preparation and training exercises with subsequent analysis of situations arising during their performance.

Vocational training for students of socioeconomic specialties should take into account the natural dynamics of individual psychological states of readiness for professional activity, and also the sequence of stages of the complete communicational act which is significant for socioeconomic area from perception and sensitivity (adequate perception of the situation) to professional and personal position definiteness and preparedness for effective interpersonal interaction.

Collective professional training should be directed to the development of professional motivation, personal self-determination in a chosen profession. Programs of such trainings can be of three types: training of internal motivation, training of communicative development; training of personal growth and career advancement.

At the initial stage of vocational training it is expedient to provide intellectual trainings on development of cognitive processes of attention, memory and perception. On 2d and 3d years of vocational training resistance to stress trainings are implemented as ensuring psychophysiological readiness for intense communicative activity in the socioeconomic sphere. On undergraduate years of study for the students of socioeconomic specialties it is pertinent to realize trainings of verbal public communication and imagemaking.

At the final stage of vocational training in a higher educational institution (the 4th year of a bachelor degree, magistracy) it is expedient to provide trainings of personal growth and a portfolio technology (for example " portfolio of career advancement").

It is necessary to consider existence of more profound knowledge and practical skills in comparison with the bachelors' level; experience of participation in trainings during bachelors' training (during previous years of studying); an orientation of masters training on the administrative activity functions performance in the branch.

A portfolio technology may be useful for students of socioeconomic professions. Under the portfolio technology we understand specially organized

collecting of proofs of professional growth of students which serves as way of a system reflection of its own activity and representation of its results for the current assessment of the developed competences for the purpose of future competitive entry into the market of work. Uniqueness of the portfolio consists that its use has bilateral character. On the one hand, teachers and students are interested in it, on the other hand, possible potential employers.

Formation of students' portfolio is a creative work which allows analyzing and generalizing results of educational activity and stimulating further professional development on the basis of comprehensive system judgment. Our developed and applied portfolio technology consists of four parts.

The first part consists of introduction which begins with the title page and contains the following information: surname, name, patronymic name, year of receipt, name of department, resume and photo image. The second part is "My achievements" which includes the following four parts: certified documents (certificates, thanks, diplomas etc.) confirming individual student achievements; information on training in higher education institution (the list of professional competence and assessment on all disciplines and practices, an indicator of the general rating of the student). The third part "Additional education" can include information on participation in different types of conferences, competitions, trainings, courses, master classes and so forth. Reviews of teachers, managers of various levels, fellow students, and a review of the student's work (development) can be presented in the fourth section "Assessment of educational achievements".

Consequently, the portfolio allows considering results of different types of activity of students of socioeconomic specialists: educational, creative, social, communicative. The portfolio becomes one of means which provides "start" of mechanisms of self-education, self-knowledge and self-updating of the personality and promotes formation of positive professional motivation of future experts of socioeconomic specialties.

**Conclusions.** 1. Professional motivation is one of the characteristics of professionalism, professional competence of a specialist of the socioeconomic field.



Professionalization of students of socioeconomic specialties at higher education institution requires the formation of their professional motivation, transformation of the general motives in concrete and specific purposes under the influence of the characteristic content and conditions of educational vocational training.

2. Motives of professional activity of students socioeconomic specialties are analyzed, domination of the low and average level of educational motivation, situational motive of leaving, but not achievement of success is revealed.

3. Psycho-pedagogical conditions of motivation formation of professional activity are characterized; potential of group learning activities for students, training forms and portfolio technology in the context of professional motivation of the students who are learning socioeconomic profession were justified.

We connect prospects of further researches with studying of dynamics of motives of professional activity at students of socioeconomic professions in the course of educational vocational training at diversified universities.

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**ОСОБЛИВОСТІ РОЗВИТКУ МОТИВАЦІЇ ПРОФЕСІЙНОЇ  
ДІЯЛЬНОСТІ У СТУДЕНТІВ СОЦІОНОМІЧНИХ  
СПЕЦІАЛЬНОСТЕЙ**

**Анотація:** У статті проаналізовано результати діагностичного експерименту, проведеного з метою вивчення рівня мотивації майбутньої професійної діяльності у студентів соціономічних спеціальностей. Розглянуто трактування структури та змісту мотиваційної сфери особистості. Автором розкрито психолого-педагогічні умови формування позитивної мотивації майбутньої професійної діяльності у студентів соціономічних спеціальностей. Підкреслено, що шлях до ефективної професійної діяльності майбутніх фахівців соціономічних спеціальностей лежить через розуміння їхньої мотивації. Обґрунтовано важливість застосування групової навчальної діяльності, тренінгових форм навчання, технології портфоліо у процесі підготовки майбутніх фахівців соціономічної галузі.

**Ключові слова:** мотивація професійної діяльності, мотивація навчальної діяльності, студенти соціономічних спеціальностей, групова навчальна діяльність, професійні тренінги, технологія портфоліо.

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**ОСОБЕННОСТИ РАЗВИТИЯ МОТИВАЦИИ  
ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ У СТУДЕНТОВ  
СОЦИОНОМИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ**

**Аннотация.** В статье проанализированы результаты диагностического эксперимента, проведенного с целью изучения уровня мотивации будущей

профессиональной деятельности у студентов социэкономических специальностей. Рассмотрены теоретические подходы к изучению структуры и содержания мотивационной сферы личности. Автором раскрыты психолого-педагогические условия формирования мотивации будущей профессиональной деятельности у студентов социэкономических специальностей. Подчеркнуто, что путь к эффективной профессиональной деятельности будущих специалистов социэкономических специальностей лежит через понимание их мотивации. Обоснована важность применения групповой учебной деятельности, тренинговых форм обучения, технологии портфолио в процессе подготовки будущих специалистов социэкономической отрасли.

**Ключевые слова:** мотивация профессиональной деятельности, мотивация учебной деятельности, студенты социэкономических специальностей, групповая учебная деятельность, профессиональные тренинги, технология портфолио.