

Actualization Of Learning Motives As A Way Of Forming Applicants For Higher Education In Pedagogical Specialties

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Summary

Theoretically substantiated structural and functional model of the formation of students' motivation for professional and pedagogical activities in the process of mastering a working profession, based on a systemic, competence-based, activity-based, personality-oriented and contextual approach and including the target, methodological, content, organizational and activity, evaluation and performance blocks. It has been established that the developed model effectively functions when fulfilling a set of pedagogical conditions that ensure the formation of students' motivation for professional and pedagogical activities: organization of training in the conditions of an industrial vocational education environment; students' awareness of the purpose of professional training and professional development; inclusion in the process of preparing a set of training and production tasks, selected taking into account the contextual approach; psychological and pedagogical support of the professional training process.

Keywords:

Motives, Higher education, Teaching technology, Information Technology.

1. Introduction

Professional and pedagogical education is an independent type of higher professional education, which has its own specifics in terms of goals, content and educational technologies. This type of education meaningfully orients graduates not to a separate academic subject, but to vocational training in a whole group of related professions. In the professional development of the future teacher of vocational training, an important aspect is the formation of his motivation for professional and pedagogical activity. Motivation serves as an internal driving force for the

professionalization of the student's personality, his self-development and self-realization in the professional and pedagogical sphere. In connection with the shortening of the period of mastering the main educational program for the training of teachers of vocational training and the very low preparedness of the contingent of applicants, who most often unconsciously chose a profession, the problem of forming students' motivation for professional and pedagogical activity at the beginning of their studies becomes obvious.

An important role in vocational pedagogical education is occupied by the training of students of the working profession in junior courses in accordance with the chosen specialization [1-4]. The training of a working profession is aimed at the formation of competencies in the field of organizational and technological activities, however, its role and place in the process of acquiring professionally important qualities may be more significant. Teaching a working profession should be considered not as an end in itself, but as one of the foundations of professional and pedagogical education, the organization and content of which provide the formation of motivation for professional and pedagogical activities that contribute to the professional development of students [5]. Professional training is possible with the appropriate organization of the educational process on the basis of specially selected teaching methods and techniques, since only in this case the required ratio and level of the formation of competencies and the development of students' motivation are achieved. In other words, it is necessary to design the educational process in training workshops in such a way that through the development of a working profession in the conditions of educational and production activities, a stable and purposeful formation of students' motivation for the development of future professional and pedagogical activities occurs. At the socio-pedagogical level, the relevance of the article is due to the requirements of the social order of society and the needs

of the market labor in teachers of vocational training, motivated for successful professional activity, capable of self-development and self-realization in professional and pedagogical activity [8].

The purpose of the article is a theoretical substantiation, the development of a structural and functional model of the formation of students' motivation for professional and pedagogical activities in the process of mastering a working profession during the search work.

2. Theoretical Consideration

An analysis of the literature on the problem of the formation of personality motivation shows that considerable attention is paid to this phenomenon, since it is motivation determines the nature and characteristics of the educational and professional activities of the future specialist, is the leading regulator of his activity [7].

Within the framework of existing approaches, the concept of "motivation" is interpreted from structural positions as a set of motives or factors of the effectiveness of the educational and cognitive process; as a dynamic formation, as a process, a mechanism; associated with the need, realized by the person, with the relationship of the individual to the activity. In all cases, motivation acts as a secondary formation or phenomenon in relation to the motive. Sharing well-known positions, we consider motivation as a set of stable motives that have a certain hierarchy and express the orientation of the individual.

In the professional development of a personality, a motivational sphere is distinguished, which includes the entire set of motivational formations that a person has: cognitive and social motives, needs, cognitive and professional interests, value orientations and attitudes towards mastering a profession, professional intentions, readiness for professional activity. In the process of vocational training, motives are used as a tool to influence a person. In the course of mastering the profession, the development and transformation of the motivational structure of the subject of educational activity take place. The educational activity of a student is motivated by cognitive motives, during the transition to quasi-professional and educational-professional activities, they are transformed into professional motives, and with a change in the level of professionalization, the system of professional motives also changes.

An analysis of the psychological and pedagogical literature showed that in the field of professional motivation, a positive attitude towards the profession plays the most important role, this motive is one of the main factors in improving the academic performance of students and is associated with the ultimate goals of education. Students'

motivation for professional and pedagogical activity is considered in the context of professional motivation and is understood by us as a set of needs, interests, attitudes and aspirations that encourage the development of professional and pedagogical activities, causing activity and determining the orientation of the student's personality towards the profession.

The formation of motivation for professional and pedagogical activity determines, sets the nature of mastering the profession and purposeful development professional competencies of a teacher of vocational training, ensuring the professional development of students, designing the trajectory of self-development and self-realization in future professional activities.

The motivation of a vocational training teacher for future activities has its own characteristics in terms of the totality of groups of motives and their content. The structure of motivation for professional and pedagogical activity includes cognitive, professional and personal groups of motives. The cognitive group includes motives and aspirations that characterize the focus on mastering the content of disciplines and mastering methods of action (educational and cognitive motives, cognitive interests in professional knowledge, the desire to acquire solid knowledge and master new ways of cognitive activity, attitude to cognitive activity, result orientation academic work). The professional group is represented by educational and professional motives and interests, professional value orientations and attitudes towards the future profession, which are determined by the content and structure of the activity itself (the desire to master professional competencies and become a qualified specialist; awareness of the importance of the activity of a teacher of vocational training; manifestation of a positive emotional attitude to activity the need to master a profession). The personal group includes motives associated with a focus on personal significance educational activities, personal well-being, the need for professional growth (the desire to master the ways of self-acquisition professional knowledge; desire for self-development, self-education; professional intentions; desire for self-realization, self-expression in the professional and pedagogical environment; desire to earn more) [1-3].

In his research, taking into account the position that the personality is actively formed and manifested in activity, and also based on the theory labor motivation, we determined that if the organization of the educational process and the training tasks offered to the student lead to an awareness of the significance of learning, a sense of responsibility for the results of learning, awareness of the results of their learning activities, then the learning outcomes, satisfaction and motivation will be as high as

possible. These internal states will arise if the types and tasks of educational activities offered to the student have the following characteristics: 1) learning involves the involvement of knowledge, skills and abilities of students; 2) students see the goal of learning, know the connection of this stage of education with the previous and subsequent stages; 3) students are aware of the importance of the quality of mastering competencies for the whole process learning; 4) training provides an opportunity to demonstrate independence in the ways of performing tasks; 5) training is accompanied by obtaining feedback on the success of mastering competencies.

A functional analysis of the nature and content of the activities of a teacher of vocational training makes it possible to define his work as specific type of activity, the result of which is the training of qualified workers for various industries. Significant the formation of a stable motivation for professional and pedagogical activity is influenced by the mastery of a working profession by students in the conditions of industrial training. Training in a working profession plays a special role in professional and pedagogical education and is considered by us as one of the main (basic) components. The specifics of preparing students for a working profession in a vocational pedagogical university lies in the integrity of this process, integrating the production and pedagogical components, focused on the formation of professional competencies in the production and technological sphere. At the same time, none of the components can be predominant in the content of vocational pedagogical education, they should only be considered in a balanced way, including their general and specific components. Such an interrelation of psychological-pedagogical and sectoral training makes it possible to organize a broader and more systematic training of the working profession, which opens up new levels of its comprehension, significant from the point of view of the professional development of students. As a result, we define training a working profession as a process of forming professional competencies that allow one to independently perform labor operations of a specific working profession, master modern industry technologies, and solve production and technical problems; the process of developing motivation for professional and pedagogical activities that contribute to improving the quality of the educational process.

Junior students who have just started their studies at a university are faced with new forms of organization of educational activities, new content of educational tasks and types of control, having no idea about their future professional activities. As a result, they have problems in the formation of motives for educational, cognitive and

professional activities, since students are not fully aware of the need for certain professional knowledge and skills. In addition, they themselves teachers most often do not pay due attention to the development of learning motivation and the attitude of students to mastering a future profession is judged mainly by grades that characterize academic performance in individual disciplines of the curriculum.

Studying this problem, we came to the conclusion that professional competencies in the working profession, formed during junior years, are a very important factor in the development of motivation for mastering professional and pedagogical activities and contribute to the formation of competencies in the study of disciplines of specialization. A special organization of teaching a working profession creates conditions that allow students to adapt to educational and cognitive activities, form their desire to master the profession, create their own educational space, taking into account the prevailing idea of the future specialty and, thereby, to link the future professional activity with the content of vocational and pedagogical education. Studies have shown that all this becomes possible when creating certain pedagogical conditions, as well as reforming the learning process of students, taking into account the provisions of the contextual approach.

The professional competence of a vocational education teacher assumes that a person has the professional competencies that are necessary for him to perform productively professional tasks in the field of vocational education. A comparative analysis of studies has shown that most scientists in the structure of professional competence include such components as knowledge, skills, abilities, personal qualities and experience. Professional experience can be considered the basis of competencies, since it is precisely this that provides the ability to set and solve new tasks of professional activity, which are not yet in the professional training programs for specialists. Experience is the integration into a single whole of individual actions, methods and techniques of solving problems mastered by a person. In this study, the professional experience of a teacher of vocational training is considered as a special education, consisting of the total experience (pedagogical and industrial) received by the future teacher a specialist as a result of active learning activities and stored in memory, which will allow you to holistically perceive future professional and pedagogical activities, to carry it out harmoniously and systematically [3].

The development of a structural-functional model for the formation of students' motivation for professional and pedagogical activities (figure) necessitated the choice of methodological approaches. We were based on the

provisions of the system, competence, activity, personality oriented and contextual approaches.

A systematic approach allows us to implement the study of the problem of formation of motivation at the level of studying the essential characteristics of this process; present the formation of motivation for professional and pedagogical activity in the process of mastering a working profession as an integral pedagogical system; develop a model for the formation of motivation, highlight its structural and functional components, determine their relationship.

The application of the activity approach allows us to consider the formation of motivation for professional and pedagogical activities and competencies in the working profession, the development of which is carried out in stages in the process of educational and quasi-professional activities. This approach contributes to the organization and management of purposeful educational activities of students in accordance with their future professional and pedagogical activities [4-6].

The personality-oriented approach makes it possible to single out the development of personality motivation as a system-forming factor of educational activity, including its individual needs, abilities and activity, which ensure the success of the formation of competencies. Accounting for the characteristics of the personality of students, their previous life experience is carried out through the content of training, the teaching methods used, the forms of organization of interaction between the subjects of training, the organization of the production professional and educational environment.

The application of the competency-based approach is associated with the presentation of the results of teaching a working profession in the form of competencies, with the identification of their component composition. The activity of a future specialist is considered as a personally meaningful process of the phased formation of competencies necessary to perform organizational and technological activities.

This approach involves the assimilation by students of knowledge, skills, organizational and technological activities and mastering them in a complex.

The contextual approach provides for the design and implementation in various forms of student activity of a system of educational professionally oriented tasks and situations that integrate the sectoral and pedagogical components of the content of education and reflect the essence of the professional competence of a university graduate. Learning activity is oriented for future professional and pedagogical activity. This approach involves the creation of pedagogical conditions that allow

transforming educational activities into professional ones with a change in the corresponding needs and motives, goals, actions, means and learning outcomes [8].

When developing the model, we relied on the leading principles of professional pedagogy, the content of which was revised taking into account theoretical achievements in the field of pedagogy and psychology. To the most important for the formation of motivation for professional and pedagogical activity in the process of mastering a working profession, we attribute the principles of professional and pedagogical orientation, integrity, scientific character, modeling of professional activity, interdisciplinary integration.

The indicated provisions were the basis for the development of a structural and functional model for the formation of students' motivation for professional and pedagogical activities in the process of mastering a working profession.

The model is a pedagogical system based on the integrity, consistency and interconnection of its constituent blocks: target, methodological, content, organizational and activity, evaluation and result. Each block performs certain functions that ensure the integrity and functioning of the model as a system.

The content of the training of the working profession is represented by theoretical, practical and production modules, which are closely interconnected, determine the volume and structure of the educational material of the discipline. A distinctive feature of professional training is the integration of the content of selected modules, general professional disciplines and life experience.

Conclusions

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