

## MOTIVATION OF STUDENTS TO THE PROFESSIONAL PEDAGOGICAL ACTIVITIES

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**ABSTRACT:** *The article outlines the essence of motivational readiness of future teachers for professional activity, stability of motivation and orientation to the pedagogical profession. The author describes three groups of motives and leading factors in professional orientation. The results of the experimental study of the level of students' motivation readiness for future pedagogical activity using the method of studying the direction of B. Bass and the adapted variant of the method of diagnostics of the person for motivation to the success of T. Ehlers are presented.*

*According to the research, over 73% of the respondents in the control groups and 75.2% in the experimental groups showed a low and medium level of motivation readiness for pedagogical activity (only about 5% of the students showed a high level according to the studied indicators).*

*It is proved that traditional approaches to professional training of teachers do not provide the proper level of formation of the personality orientation of the future specialist on the pedagogical activity, and, therefore, on the formation of their readiness to this activity. The expediency of introducing corresponding corrections into the content and procedural component of the teacher training, the need of development and introduction of new approaches in the educational process of higher education is substantiated.*

**KEY WORDS:** *professional education, pedagogical activity, training of a future teacher, enthusiastic teaching, motivation, professional orientation, motivational readiness*

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## **Introduction**

The integration with the European community determines the need for the education system's national education, in particular, the qualitative preparation of a teacher for professional school activities (Budnyk, 2016). This is primarily about the formation of the necessary competencies (Grinyova, Rezvan, 2016), moral and psychological awareness, the ability to work in a multicultural environment (Szczurek-Boruta, 2016), the development of personal and professional values of a teacher (Mazur, 2017), competitive in the modern market of educational services. A necessary condition for the formation of future teachers' professional readiness in the pedagogical profession is the presence of their internal motivation and focus on the respective activity.

The purpose of the article is to substantiate the essence of motivation and to study the level of students' motivational readiness for the future pedagogical activity.

## **PROBLEM OF RESEARCH**

The purpose of any activity determines the action, and the action ensures the achievement of the goal. Therefore, in the conditions of [pedagogical] activity, the relationship between purpose and motives can be realized in various forms. A clearly understood purpose by the subject of the activity, which is fully accepted by him, serves as the motive force that stimulates a person to carry out a particular activity. In this sense, we are impressed with the position of B. Lomov, who considers that motivation and purposefulness are the main features of activity. "The motive and the purpose form a peculiar "vector" of activity that determines its orientation, because" when it comes about the motives of human activity, it comes about prompting to activities which subjectively experienced. For a subject, his motive acts as an immediate motive force, as the immediate cause of his behavior" (Lomov, 1984, p. 205-206).

A steady professional orientation on the pedagogical activity is manifested in the desire of the personality to overcome the difficulties of the chosen specialty, orientation not so much on the substantive side of his work, but on the personality of the student. Direction as a system of stable motives predetermines the relative autonomy of the individual, provided that her self-consciousness

is at a sufficiently high level of development (Boryshevskii, 2007, p. 93). The pedagogical orientation is manifested in the pursuit of a future specialist to improve his professional skills, sustainability of socio-pedagogical position. Therefore, the professional orientation of a teacher with an optimal level of readiness for teaching activity is reflected in his interests in this activity in an open micro environment, confidence in his ability to design educational work in conditions of high uncertainty, the availability of appropriate skills to establish effective contacts with different categories of problem students for their competent support and providing qualified assistance in solving social and educational tasks.

Professionally-pedagogical orientation is interpreted as the property of the individual, that manifested through her interests, beliefs and ideals, which reflect the worldview and attitude towards the chosen pedagogical profession. From student`s orientation to a large extent depends on the direction of his life, professional activity, the characteristics of character, the development of abilities, as well as social and moral priorities are formed. In other words, the orientation is considered as a specifically oriented personal motive (stimulator) of activity, which is part of the structure of the personality (Budnyk, 2014, p. 265).

The personal orientation, the intensity and the stability of its motives determine the success of the pedagogical activity, the desire for self-improvement and professional development. At the same time, the success of any activity is determined not so much by human abilities, but by purposefulness and perseverance in reaching the goal.

In modern scientific studies, the importance of teachers` pedagogical knowledge and motivation on student learning achievements are emphasized. This is primarily about creating the appropriate learning environment is designed. The authors singled out that “two instructional features are highlighted: Cognitive activation as the instructional feature impacting students` achievement, and enthusiastic teaching behavior impacting students` interest” (Keller, Neumann, Fischer, 2017, p. 588).

The problem of motivation is considered by the German scientists as a Mediator of Social Disparities in Academic Achievement, in particular, they research the impact of socioeconomic factors on the educational achievements of the individual (Steinmayr, Dinger, Spinath, 2012).

Motivation as an important factor in stimulating educational and cognitive activity of students, their interest in the process of cognition is studied by T. Ghbari (2016). The author emphasizes the actuality of maintaining the interest of senior pupils to the [educational] activities, since there is a link between their needs, interests and motives. This also applies to the educational process at the pedagogical educational institution, where much attention should be paid to combining theoretical knowledge and pedagogical practice (Rovnaňová, Nemcová, 2017). The motivation of the achievement, based on the concept of D. McClelland, synthesizes two opposing trends – achieving success and avoiding failure. The motive of achievement causes to human activity oriented towards a positive result. The motive for avoiding failure is due to protective behavior through the expectation of the unpleasant consequences of this activity (Maklelland, 2007).

In the context of studying the motivation of students for the pedagogical profession, the problem of “*enthusiastic teaching*” is of interest (Keller, Neumann, Fischer, 2017, p. 588). Enthusiastic teaching today is defined as an element of high-quality teaching and provides predictive of student outcomes, particularly of affective and motivational outcomes such as enjoyment (Frenzel, Goetz, Lüdtke, Pekrun, Sutton, 2009; Kunter et al., 2013) and interest (Frenzel, Goetz, Pekrun, Watt, 2010; Keller, Goetz, Becker, Morger, Hensley, 2014).

“Research so far indicates that the extent to which teachers are able to offer cognitively activating instruction to their students may depend on their own pedagogical content knowledge, and conversely the extent to which they behave enthusiastically may depend on their own level of motivation” (Keller, Neumann, Fischer, 2017, p. 589).

Consequently, the results of pedagogical activity are conditioned by the content of education, the ability of the teacher to stimulate the cognitive activity of students, to cause amazement in them and enjoyment from the learning process, as well as from the level of teacher's motivational readiness to professional activities and motivation for teaching students. For this purpose, it is important to use modern educational technologies in educational practice to form and sustain in the future teachers' the sustained motivation to the chosen profession and respective activities.

## **METHODOLOGY OF RESEARCH**

### *General Background of Research*

The study involved 601 students in Ukraine. The control group consisted of 304 persons and the experiment group included 297 respondents (future primary school teachers). The experimental work was performed in Vasyl Stefanyk Precarpathian National University, Zhytomyr Ivan Franko State University, Ivan Franko National University of Lviv. The relative homogeneity of students in the control and experiment groups by qualitative and quantitative indicators made it possible to ensure greater accuracy of research results. Thus, an important factor in the experiment is creation of identical conditions for both groups of respondents.

### *Instrument and Procedures*

The article presents research results of students' level motivational readiness for future pedagogical activities using the method of studying the orientation of B. Bass and the adapted variant of the method of personality diagnosis on the motivation to success of T. Ehlers (Practical Psychodiagnostics, 2002, p. 563-569).

## **RESULTS OF RESEARCH**

The diagnosis of future teachers according to the method of B. Bass gave an opportunity to identify the dominant sphere of personality orientation, namely: 1) orientation on oneself; 2) orientation on communication; 3) orientation on activities. The obtained results and their graphical representation are presented in Table 1 and in Figure 1.

Table 1 Distribution of students CG<sup>1</sup> (N=304) and EG<sup>2</sup> (M=297) by orientation

Levels of development	I				Communication				Activity			
	CG		EG		CG		EG		CG		EG	
	f	%	f	%	f	%	f	%	f	%	f	%
Low	24	7.9	29	9.6	26	8.5	34	11.6	30	9.8	45	15.3

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<sup>1</sup> CG – control groups.

<sup>2</sup> EG – experimental groups.

Medium	224	73.8	185	62.4	221	72.6	193	65.1	217	71.3	198	66.7
Sufficient	52	17.1	59	19.8	56	18.3	63	21.2	52	17.1	34	11.6
High	4	1.2	24	8.2	2	0.6	6	2.1	6	1.8	19	6.4

The analysis of data in Table 1 shows that there are no significant differences in the quantitative differentiation of students of the CG and the EG in the areas of orientation: about one third of respondents (34.8% in the CG and 27.6% in the EG) are oriented on their own "I", 34.1% of students of the CG and 38.3% of students of the EG – on communication, 31.1% of students of the CG and 34.1% of students of the EG – on activity. Persons who are oriented on their own "I" will not be able to successfully carry out social and pedagogical activities in the future, because they are aimed at direct reward and satisfaction, regardless of others, capable of aggression, rivalry in achieving social status, often show increased anxiety, introversion.

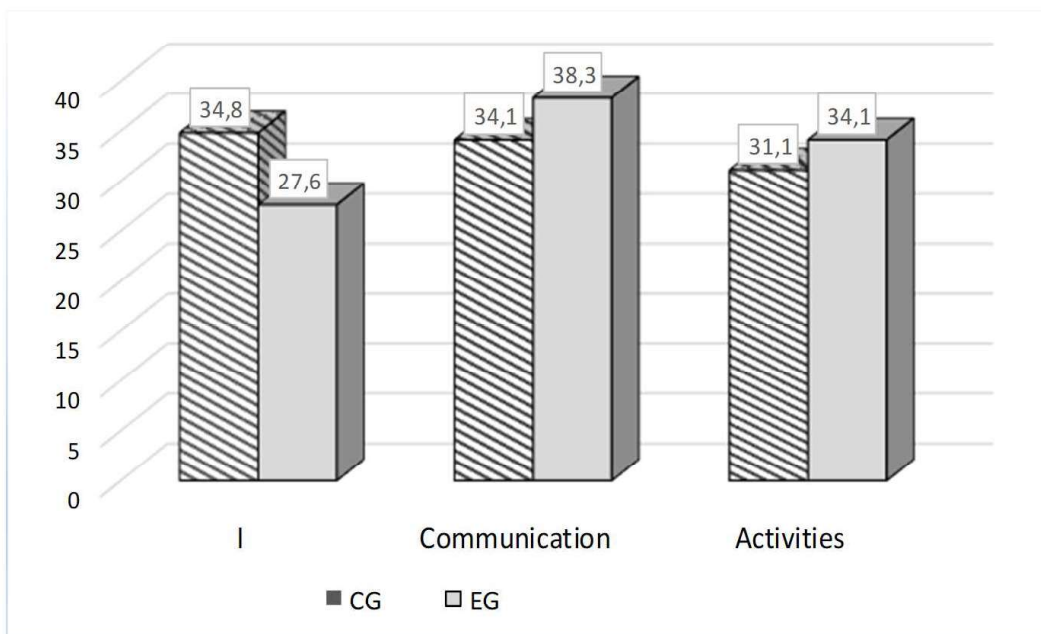


Figure 1. Distribution of students by orientation

In respondents who focus on communication also the difficulties in implementing the main functions of pedagogical activity are predicted, since despite the fact that they show a desire to maintain relationships with people, in all conditions, they oriented on social approval, joint activities, but this often hinders implementation concrete tasks or providing targeted assistance to others, because for them with such orientation is characteristic dependence on the group, the need in emotional contacts with people.

As the results of the diagnosis show, only one third of future teachers (31.1% in the CG and 34.1% in the EG) have an interest in solving business problems, aspiration for the best possible performance of professional tasks, orientation on pedagogical cooperation, the ability to defend their own opinion in the interests of their cause for achievement general purpose. This creates the preconditions for them to successfully carry out their professional activity in the future.

In general, it can be reasonably argued that traditional approaches to the professional training of primary school teachers do not provide the appropriate level of formation of the orientation of the personality of the future specialist on the pedagogical activity, and, consequently, on the formation of their readiness for this activity, which necessitates the development and introduction of new approaches to professional training.

Considerable attention in the pedagogical process of higher education should be devoted to questions of studying the motivational mechanisms of personality-professional readiness of future teachers. In this direction, we have used the adapted variant of the method of personality diagnostics on motivation to success of T. Ehlers (summarized results are presented in Table 2 and in Figure 2).

Table 2 Distribution of students by levels of motivation to pedagogical activity

Levels of development	CG (N=304)		EG (M=297)	
	f	%	f	%
High	35	11.4	23	7.8
Sufficient	119	39.0	79	26.5
Medium	142	46.7	152	51.2
Low	9	2.9	43	14.5

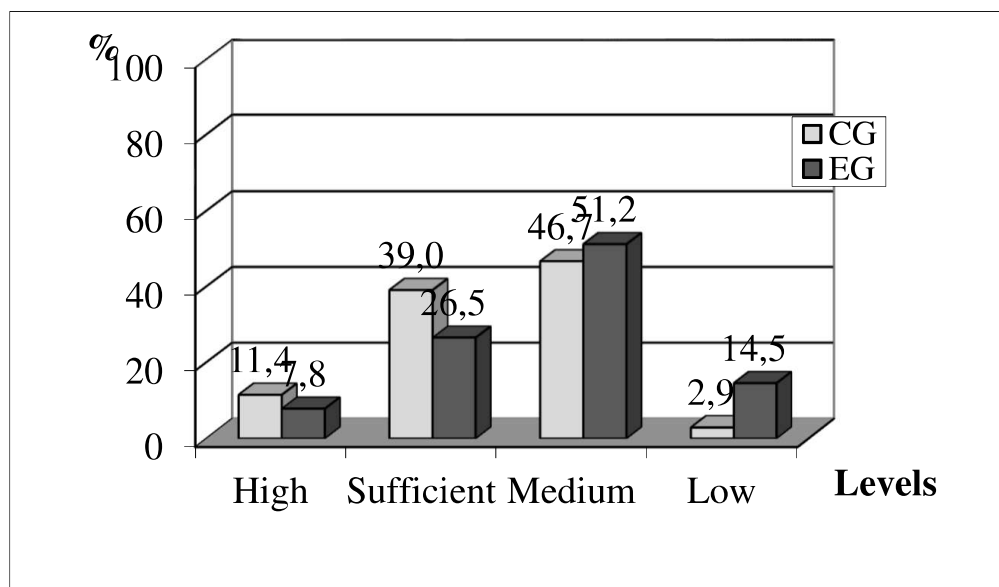


Figure 2. Distribution of students by levels of motivation to pedagogical activity

The obtaining data suggest that, in general, among respondents are dominated the students with medium and sufficient level of motivation to pedagogical activity (85.7% in the CG and 77.7% in the EG). For such a motivation, a person is not afraid of possible risks, feels relaxed in his actions, as he does not concentrate on negatives. Such persons are able to take risk to achieve the desired, focusing on their own strength, and persistently achieve their purpose. We believe that in this group of students there are prerequisites for successful professional activity in the future.

However, significant differences between students the CG and the EG with a low level of motivation were detected. Thus, in the CG 2.9% of students were found who did not want to win and are not inclined to use their own forces for work, they are apathetic and have passive attitude to life, and in the EG such students are considerably more – 14.5%. There is also a proportion of people (11.4% in the CG and 7.8% in the EG), which are characterized by high motivation. This may lead to formation excessive self-criticism in the assessment of their own possibilities of professional activities, the exercise of which is usually accompanied by excessive anxiety.

The average indicators of the motivational readiness of students of the control and the experimental groups for teaching work in elementary school, according to the isolated diagnostic methods, are presented in Table 3 and in Figure 3. As we see, over 73% of the respondents in the CG and 75.2% in the EG showed a low and medium level of formation of the motivational



component of readiness. Only 3.5% of people in the CG and 5.3% in the EG showed a high level according to the studied indicators.

Table 3 Distribution of students by the level of formation of the motivational component of readiness to pedagogical activity

Levels of development	CG		EG	
	F	%	f	%
Low	19	6.3	33	11.2
Medium	203	66.7	190	64.0
Sufficient	71	23.5	58	19.5
High	11	3.5	16	5.3

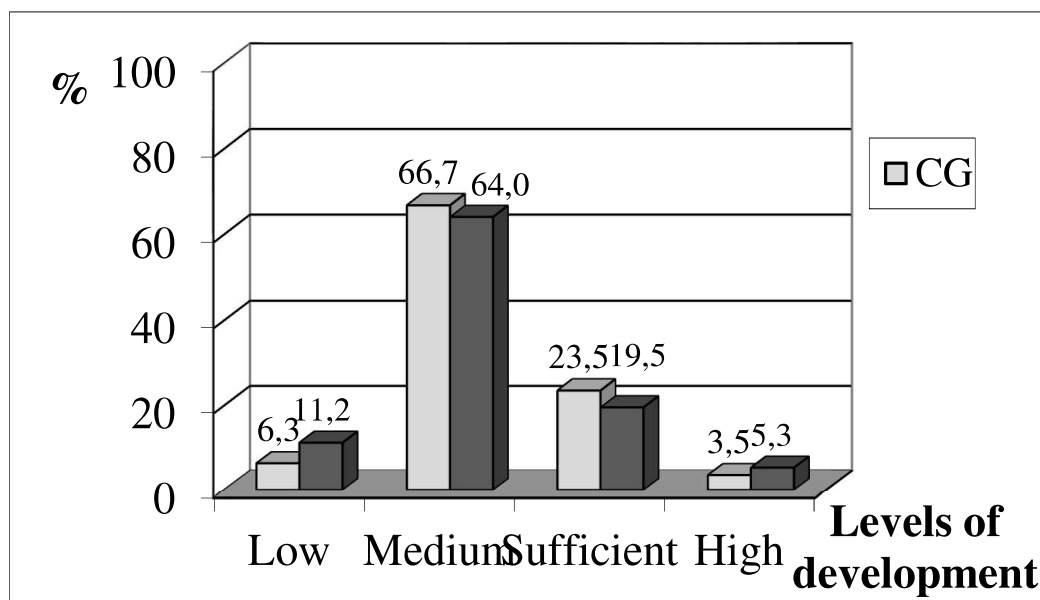


Figure 3. Distribution of students by level of motivation readiness to pedagogical activity

The desire to succeed in the activity indicates the presence of the subject's expressed motivation. A. Baimetov defines three groups of motives of pedagogical activity: motives of duty, motives of interest in the subject of teaching and motives for admiration communication with children. The author determined the approximate ratio of teachers according to the distinguished groups: with dominance of duty (43%), interest in the subject of teaching (39%), need for communication with children (11%) and without a dominant motive (7%) (Iliin, pp. 279-280). According to E. Ilyin, the type of motivation effects on the

nature and direction of teacher's pedagogical requirements to the students, hence the domination of one or another type of motivation is determined by the tendency of teachers to a certain style of leadership (Ibid, p. 280).

Among the negative factors of motivation to pedagogical activity, the researchers note the low prestige of the teacher's profession, the nervous and psychological tension of labor, the presence in the majority of schools women's teaching staff (Ibid, p. 281). For the post-Soviet countries, factors such as: relatively low wages, lack of employment prospects on the specialty, excessive emancipation of contemporary students and often overpriced demands on the teacher from the parents and others are characteristic.

According to our researches, more than half of Ukrainian students (57.8%) choose the profession of a teacher, taking into account own ability to studying and pedagogical orientation. So, the freshmen pointed out the following factors in professional orientation: interest in pedagogical activity – 30.4%; the desire to bring up children – 19.6%; awareness of pedagogical abilities – 7.8%; possibility of future employment – 14.7%; the desire to get higher education - 10.8%; social prestige of the pedagogical profession - 8.8%; circumstances so happened – 7.8%.

## **CONCLUSIONS**

Traditional approaches to the professional training of teachers do not provide the proper level of formation of the personality orientation of the future specialist to pedagogical activity and its motivation. The majority of future teachers as a whole demonstrate optimal motivation for professional activity, despite the fact that almost one in four of them in the future may have difficulties due to low or excessively high motivation. Therefore, we consider it expedient to make appropriate corrections to the content and procedural component of their professional training. Such an approach, in our opinion, will increase the level of motivation of students to pedagogical activity, and, consequently, the level of their personal and professional readiness to work with students.

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