

The impact of students' professional motivation on the formation of social orientation toward their profession
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Влияние профессиональной мотивации студентов на формирование социальных ориентаций к получаемой профессии
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Abstract: *the article considers psychological aspects of students' professional motivation. There are different methods helping to form a positive attitude to the profession and to improve academic achievements. The article identifies factors affecting the students' attitudes for their chosen profession.*

Аннотация: *в статье рассмотрены психологические аспекты профессиональной мотивации студентов. Приведены различные способы формирования положительного отношения к профессии для повышения учебной успеваемости. Выявлены причины, влияющие на отношения студентов к избранной профессии.*

Keywords: *students' motivation, satisfaction with the future profession, psychology of the modern youth, career guidance.*

Ключевые слова: *мотивация студентов, удовлетворенность будущей профессией, психология современной молодежи, профориентация.*

Motives of professional activity

Modern researchers have no doubt that academic performance of students depends largely on the development of learning motivation, and not only on natural abilities. Between these two factors there is a complex system of interrelationships. The lack of abilities is compensated with the development of the motivational sphere (interest in the subject, the awareness of the professional choice, etc.), and a student achieves great success [1].

Studies have shown that strong and weak students do not differ in intellectual performance, but in the level of their professional motivation development. In this case, the personal system of internal motives to educational-cognitive activity begins to play one of the leading roles in the formation of students' academic performance. A positive attitude to the profession is crucial in the sphere of professional motivation, since this motive is associated with the ultimate learning objectives.

According to the survey it was found that the 1st year students were the most satisfied with the chosen profession [3]. However, this figure is steadily decreasing until the last studying year. First-year students usually base on their ideal representation of future profession, until they are confronted with the painful changes of realities. The answers to the question "Why do you like the profession?" show that the leading cause is the idea of the creative content of future professional activity. For example, students mentioned "the possibility of self-improvement," "opportunity to be creative," etc. As for a real educational process, studies show that only a small number of the first year students (less than 30%) focus on creative teaching methods. Obviously, the formation of real ideas about the future profession and about the ways of mastering it should start since the first course.

Positive attitude of students to their future profession

Thus, the formation of a positive attitude to the profession is an important factor in improvement of the students' academic achievement. However, by itself a positive attitude can make a significant difference, if it is not supported by competent understanding of the profession (including understanding the roles of separate disciplines) and poorly linked to the manner of mastering it. Obviously, the issues related to the study of students' attitudes for their chosen profession include a number of questions.

- 1) satisfaction with the profession;
- 2) dynamics of satisfaction from course to course;
- 3) the influence of factors like socio-psychological, psychological, differential-psychological, including gender and age;
- 4) the problem of professional motivation, or, in other words, the system and hierarchy of motives that determine a positive or negative attitude towards their chosen profession [4].

Another important factor is the motive of creativity in future professional activity; thirst for creativity and for the opportunities that are presented to work in the specialty. Studies have shown that this factor is more significant for advanced students. The formation of creative attitude to various types of professional activity, the

stimulation of need for creativity and the development of abilities to professional work are the required elements of the vocational training and professional education of the personality.

The formation of a stable positive attitude to the profession is one of the topical issues of pedagogy and pedagogical psychology. There are still many unsolved problems. In modern conditions of dynamic development of professional knowledge, the further development of this problem is becoming increasingly important. Its particular solution depends on the joint efforts of the teacher of general subjects and teachers of special disciplines — both at the stage of career guidance in the school and in the process of professional learning. These efforts are mostly limited to the provision of the competent psycho-pedagogical assistance in her search for a profession for yourself and yourself in the profession. Of course, this task is not easy, but important and noble, because its successful accomplishment will help a person to prevent the transformation of their future professional destiny in a journey without purpose and direction.

For the successful implementation of assistance in the profession searching, the educational institution must create the following conditions [2]:

1. The inclusion of the student in various professionally-oriented educational activities.
2. Maximum professionalization of teaching.
3. The widespread use of various educational technologies.
4. Teaching of social pedagogy, social work, psychology.
5. Organization of professional practice
6. Formation of professionally significant qualities of future specialist in social work.
7. Formation of individual style of activity.
8. Formation of the humanitarian culture of the specialist.
9. Reliance on the student's personal experience in the process of preparation

There are lots of researching methods of students' professional motivation. I would like to consider one of them.

Conclusion

In the twenty-first century, access to information does not cause any difficulties, a problem arises on how to motivate students of professional institutions to permanent study of the materials and the absorption of necessary knowledge.

The motivation of educational-cognitive activity is an important component of students' professional development. It is necessary to consider the power of perseverance as a component of the volitional action in relation to training activities, gender, nationality, previous education, place of principal residence.

Formation of students' motivation for educational-cognitive activity is a gradual, dynamic and controlled process, leading ultimately to the formation of stable positive attitude to learning in general.

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