THE IMPACT OF PSYCHOLOGICAL TRAINING ON PROFESSIONAL MOTIVATION DEVELOPMENT BY PEDAGOGICAL UNIVERSITY STUDENTS

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Abstract: This paper seeks to explore professional motivation of pedagogical university students, and the role of a psychological training in its strengthening. During the research, the diagnostics was run to probe the professional motivation of pedagogical university students, and the program for a psychological training intended to strengthen it was designed and tested to validate its efficiency. The sample included 36 students of pedagogical university. This research relied on theoretical, experimental, diagnostic and statistical analysis methods. The paper depicts the key features of professional motivation of pedagogical university students, the key aspects of a psychological training meant to boost professional motivation of pedagogical university students and the results of its testing. The proceedings of this research may be useful for educators and psychologists in diagnostics of professional motivation of pedagogical university students and for raising psychological competence as concerns its strengthening.

Keywords: motivation, professional motivation, professional activity, psychological training, student.

1 Introduction

Nowadays, a major concern for psychology as a science is the exploration and strengthening of professional motivation. In the structure of personality, the needs and motives have the crucial importance. They are key to determining the major causes of human behavior, revealing the factors inducing certain actions, figure out the best motivational strategies for making particular activities more effective.

Over the last few decades, our country has seen extensive changes in the field of culture, education, society, economy, science and technology. Such changes has had an immediate impact on the value orientation of the modern youth, their life goals, learning and professional motivation. Many Russian researchers point to the continuing transformation of the professional motives of students. It is now taking a different direction, and its structure and content undergo changes.

Psychological studies have revealed the so-called "motivational crisis" experienced at the stage of choosing a professional path. One of the most powerful motivating factors for choosing a profession nowadays is often the financial one, expressed in high wages, the possibility to earn additional income, social guarantees, etc. However, on the one hand, not all fields of professional activity may satisfy the needs of young people, and on the other hand, the level of intellectual and personal development often does not allow to excel in the chosen field of professional activity. In addition, in some cases, students seek to obtain higher professional education not for further advancement in the chosen field, but to obtain a degree. In connection therewith, the problem of professional motivation is important not only for educational institutions, but also for the students themselves, as only having understood own self, one may build a correct trajectory of life and choose a professional path.

Research into the problem of professional motivation in psychological studies has a long-established tradition, but at present the question of identifying effective ways to strengthen professional motivation of pedagogical university students still remains unsettled.

Theoretical analysis of domestic and foreign publications found that the researchers have sustained scientific and practical interest in studying the professional motivation of pedagogical university students. Nevertheless, the analysis of scientific findings and pedagogical practice revealed a number of contradictions: between the demand of educational organizations in specialists who are highly motivated for professional activity and insufficient professional motivation of pedagogical university students; between the need to strengthen professional motivation of pedagogical university students and insufficient measures for its strengthening. For the above reasons, the problem of studying professional motivation of pedagogical university students in today's society and the search for effective ways to strengthen it becomes particularly important.

2 Literature Review

The problem of motivation in psychological studies has a long research history and is associated with many names of foreign (Alderman, 2004; Atkinson, 1981; Elliot & Thrash, 2001; Price & Kadi-Hanifi, 2011) and domestic (Bozhovich, 2001; Ilyin, 2001; Leontyev, 2016; Rean, 1994; Rubinstein, 2015) scientists.

The word *motivation* has a Latin root, it originates from the Latin *movere* meaning 'to move, to set in motion'. Motivation means a desire to achieve a certain success and a willingness to make the necessary efforts to achieve the goal. People are always driven by certain motives. As soon as a person hits the goal and one motive disappears, a new motive appears. Thus, each motive can be viewed as a link in an endless chain of motives that characterizes a person as an active being (Meshcheryakov & Zinchenko, 2009).

The domestic developments in the field of motivation are closely associated with the name of A.N. Leontyev (2016). This problem was deeply analyzed by this author as part of the activity-based approach developed by him. A. N. Leontyev (2016) sees motivation as one of the most important components in the structure of any activity, including professional activity. It induces a person to perform an activity and has an individual character.

In Russian psychology, the most meticulous study of motivation was carried out by L.I. Bozhovich (2001). She notes that motive is the reason for performing an activity. Motives, for example, may be in the form of objects from the surrounding world, thoughts, concepts, emotions, as well as experiences, i.e. anything through which a need may be expressed.

A.A. Rean (1994) understands motive as an inner urge to act in a certain way (work, interaction, behavior) for satisfying a specific need.

N.A. Bakshaeva (2017) analyzes motivation in terms of the initial and basic components of any activity. Motivation is a force that guides an entire complex of activities and performs regulatory and inducing functions in relation to the activity.

Professional motivation of pedagogical university students stems from their desire and determination to obtain professional knowledge and skills, positive attitude to the future profession, and the ability to self-develop. The motivation is influenced by many factors: the life goals of students, the level of their abilities in a certain area, the interest in different areas of professional activity, the values promulgated in society, effective career guidance efforts of teachers and psychologists during school years, and others.

Professional activity is prompted by a whole hierarchy of motives, that may be basically divided into intrinsic motives related to the content of activity and its implementation, and extrinsic motives - coming from external influences and stimuli. The best is a situation when the process of acquiring professional

skills and engaging in professional activity is driven by intrinsic motives. In this case, the hierarchy of motives may include a variety of extrinsic motives - prestige, duty, necessity, accomplishments and others.

L.I. Bozhovich (2001) indicates that cognitive motives contribute to the successful performance of various activities, including learning and professional activities. In this case, the student has the need to obtain knowledge, strives to expand horizons, deepen and systematize knowledge.

At the stage of learning in university, students have vast opportunities for successful academic performance and for acquiring a future profession. In the conditions of university education, the intention is to align motivational sphere with the external environment, so the university student is geared toward connection with the activity (Meshkov & Yashkova, 2018), the practical orientation of education (Vardanyan et al., 2016; Shukshina, 2018) and connection with the context of future professional activity (Vardanyan et al., 2015; Yashkova & and Kalimullin, 2015) is growing stronger.

N.A. Pavlova (2005) in her research demonstrated that students whose main motives for learning are cognitive (interest in the process and result of cognition) and professional (willingness to excel in learning the future profession), are not many in number (depending on university profile, location, profession, sex of respondents, etc.).

One of the methods to strengthen professional motivation of pedagogical university students is psychological training, which is conducive to the development of essential qualities and skills such as: purposefulness, perseverance, sociability, empathy, ability to interact constructively, etc. The effectiveness of this method has been proven for both children and adults (Kondratyeva et al., 2018; Vardanyan et al., 2014). In their study Y.V. Vardanyan, L.V. Vardanyan, E.A. Lezhneva (2014) provided theoretical underpinning for the vast potential of trainings in maintaining and reinforcing psychological security of students.

 E.A. Lezhneva (2015) in her works presented a comprehensive analysis of the problem of professional development of a psychology teacher, and a training program for building the motivational core of professional strategy of a psychologist.

In the framework of our research, the major work will consist in developing a psychological training program for fostering professional motivation of pedagogical university students, its use in practice based on the principles of psychology and principles of group interaction, as well as in assessing the effectiveness of the probed program.

3 Research Methodological Framework

The research purpose was to explore professional motivation of pedagogical university students, and the role of a psychological training in its strengthening.

The research objectives were as follows:

1. Identify diagnostic methods to study professional motivation of pedagogical university students;
2. Reveal the key features of professional motivation of students of pedagogical university;
3. Design and apply in practice a program of psychological training seeking to strengthen professional motivation of pedagogical university students;
4. Find out the effectiveness of a psychological training program intended to strengthen professional motivation of pedagogical university students.

The study covered 36 third-year students of the Department of Psychology and Defectology at Mordovian State Pedagogical University named after M. E. Evseviev whose specialty is psychological and pedagogical education.

For addressing the research objectives, the following diagnostic tools were used: T. I. Ilyina's method "Motivation for Higher Education" (2011), K. Zamfir's method "Motivation for Professional Activity" as modified by A. A. Rean (Ilyin, 2011), T.O. Solomanidina and V.G. Solomanidin's method "Professional Motivation" (2019).

4 Results and Discussion

The analysis of data at the ascertaining stage of research by T.I. Ilyina's method "Motivation for Higher Education" (2011) revealed that for the majority of students (38.9%) the dominant motive is "the acquisition of knowledge". They are eager to acquire new knowledge and deepen the existing knowledge, and are full of curiosity. 33.3% of students are willing to acquire a profession and develop qualities essential for the chosen profession. For 27.8% of students, the primary motivation for higher education is to obtain a degree.

The results yielded by K. Zamfir's method "Professional Motivation", as modified by A.A. Rean (Ilyin, 2011), indicate that the majority of students (44.4%) have extrinsic positive motivation. They believe that the profession they are pursuing will allow them to satisfy their social needs, emphasize that respectful attitude to the professions of a teacher and a psychologist, and classify them as prestigious professions. Extrinsic negative motivation was found in 30.6% of respondents. As usual, they intend to acquire profession due to external factors: parental pressure, fear of failure, etc. 25 % of students have the intrinsic motivation for professional activity. They are interested in the professions of a teacher and a psychologist and are determined to develop the competencies necessary for these professions. This category of students show high interest in the chosen field of professional activity, are focused on the process and the result of learning for obtaining solid knowledge and developing strong skills essential for success in the future profession.

The data obtained with the help of T. O. Solomanidina and V.G. Solomanidin's method "Professional Motivation" (2019) showed that 33,3 % of students are guided by the motives of social significance of work. They chose the psychological and pedagogical field because they believe that the professions of a teacher and a psychologist are socially significant and deserve societal respect. 27.8% of respondents identified the motive of own labour as the dominant one, which demonstrates their interest in the profession they are set to acquire. 22.3% of students are driven by the motive of self-accomplishment in work. 16.6% of survey participance are guided by the motives of excellence in profession. They are willing not only to gain theoretical knowledge, but also to acquire practical skills and abilities for professional advancement.

Thus, students pursuing higher education in pedagogical university are eager to obtain knowledge and skills in the chosen profession. They have an extrinsic positive motivation, most of them are guided by the motives of social significance of the chosen profession and the motives of their own labour.

Taking into account the outcomes of the ascertaining stage of research, the program was developed which intent was to strengthen professional motivation of pedagogical university students. This program was applied in practice in the form of a psychological training. It pursued the following objectives:

1. Widening the perception of own self as a subject of professional activity;
2. Elaborating a strategy of professional development;
3. Strengthening the goal-setting skills;
4. Igniting the need for self-development.
5. The psychological training program consists of 14 sessions, each session lasting 60 minutes.

The program of training intended to strengthen professional motivation of pedagogical university students may be nominally broken down into three interrelated stages.

1. Initial stage (motivation cultivation), the major tasks at this stage include identification and understanding of existing problems, encouraging meaningful engagement in the training and positive attitude of participants, cultivating motivation to achieve collective and individual goals, fostering participants' self-change and awareness of the importance of this process for professional and personal growth.
2. Main stage (motivation comprehension), the purpose of this stage is to unleash the inner potential of all participants, ignite and strengthen their professional motivation, make adjustments to their views on the chosen profession and attitude to professional activity, develop the participants' ability to understand the motives behind their behavior and actions.
3. Final stage (motivation regulation) is intended to reinforce the skills in designing and adjusting a plan for future advancement in profession, apply the obtained knowledge and skills in practice for developing and implementing a strategy of professional development.

The training included different methods and techniques: games, discussions, exercises, self-presentation, creative tasks, elements of art therapy, elements of psychogymnastics, etc.

At the control stage of research, the effectiveness of the program for strengthening professional motivation of pedagogical university students was assessed.

The statistical analysis of data yielded by T.I. Ilyina's method "Motivation for Higher Education" (2011) using Fisher's angular transformation criterion φ* revealed that the professional motivation of students increased. As educational experiment in the experimental group showed, the number of students willing to learn the profession increased to 50%. The use of Fisher's criterion allowed to find statistically valid differences of $p0.05$ (1.917*). There was also a decrease in the number of students focused only on obtaining a degree.

Comparative analysis of data on the motivation for professional activity of students in the experimental group at the ascertaining and control stages of experiment using K. Zamfir's method "Motivation for Professional Activity", as modified by A.A. Rean (Ilyin, 2011), revealed that the number of students with intrinsic professional motivation in the experimental group increased to 50%. The Fisher's criterion helped to find statistically valid differences of $p\ 0.01$ (2.341**). At the same time, the number of students with extrinsic negative motivation substantially decreased amounting to 9.1%. The Fisher's criterion revealed statistically significant differences of $p\ 0.05$ (1.94*).

Data obtained by the T.O. Solomanidina and V.G. Solomanidin's method "Professional Motivation" (2019) indicated that in the experimental group the number of students driven by the motives of excellence in profession increased to 36.4%. The statistically significant differences for this indicator were found to comprise $p\ 0.05$ (1.791*).

Overall, the statistically significant differences were found between the indicators of professional motivation of students at the ascertaining and control stages of the experiment, which validates the effectiveness of the psychological training program intended to strengthen professional motivation of pedagogical university students.

5 Conclusion

Thus, the completed research helped to:

1. Elucidate the notion "professional motivation", describe its key features in studentship years, and explain the need for its strengthening;
2. Develop and test the program for a psychological training with its specific goal, objectives and structure, intended to strengthen professional motivation of pedagogical university students

3. Run the repeated diagnostics of the main indicators, and carry out the statistical analysis of research data for establishing statistically valid differences between explored parameters.

The results of this research may be useful for educators and psychologists in diagnostics of motivation for professional activity among pedagogical university students and for raising their psychological competence and its strengthening.

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