

УДК 37.015.3

ВОПРОС МОТИВАЦИИ В ПСИХОЛОГИИ ВЫСШЕГО ОБРАЗОВАНИЯ**Лашина Екатерина Николаевна,**

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Аннотация

В статье рассматривается аспект мотивации в сфере психологии высшего образования. Описываются основные виды данного аспекта, а также его влияние на обучающегося.

Ключевые слова: психология высшего образования, мотивация, подготовка, обучение, высшая школа, освоение профессии.

THE ISSUE OF MOTIVATION IN THE PSYCHOLOGY OF HIGHER EDUCATION**Ekaterina N. Lashina,**

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ABSTRACT

The article examines the aspect of motivation in the field of psychology of higher education. The main types of this aspect are described, as well as its impact on the student.

Keywords: psychology of higher education, motivation, training, learning, higher school, mastering a profession.

Pedagogy and psychology of higher education as an independent discipline developed in the system of institutes and departments for advanced training of university teachers, although some studies on this issue were carried out back in the 19th century.

Psychology of higher education deals with the study of cognitive processes and the characteristics of pedagogical work among students of higher educational institutions.

The main trend in recent years has been the consistent de-ideologization of the content and humanization of the goals of higher education. Instead of the task of training specialists in

accordance with the needs of the national economy, the task of satisfying the spiritual needs of people for educational services of a certain level and quality comes to the fore. As a result, there is a gradual shift in the center of psychological and pedagogical research and applications from activity-centered to personality-centered issues. Accordingly, problems of activity and activity concepts give way to the central place of problems and concepts of personality. This trend serves as a kind of response to a long-standing debate among Russian psychologists and philosophers: can everything human in a person be explained based on ideas about his active essence or, on the contrary, the personal principle cannot be completely derived from the active one (or, what is the same, reduced to him) [1].

Currently, pedagogy and psychology of higher education are actively developing, which studies the characteristics of the activities of students and teachers, provides scientific justification for the content, forms, methods of teaching and upbringing in a higher educational institution, conducts a scientific search for ways and conditions for increasing the efficiency and quality of training highly qualified, competitive specialists.

Knowledge of the fundamentals of pedagogy and psychology of higher education is extremely necessary for every university teacher, since the success of his teaching activity is determined, firstly, by knowledge of the content of the disciplines taught; secondly, the presence of scientific psychological and pedagogical knowledge, without which it is impossible to ensure productive, creative educational work for students, to carry out their education, development, direct them to self-development, and prepare for future professional activities.

Teachers of higher educational institutions who do not have a special psychological and pedagogical education know very well the content of the disciplines they teach, but in presenting the material they are often guided only by their life experience and intuition, and they believe that it is not at all necessary to expand scientific psychological and pedagogical knowledge. This is an erroneous opinion; it is formed due to the misleading impression of the presence of everyday psychological and pedagogical knowledge that is acquired throughout life.

The subject of research in psychology and pedagogy of higher education is the study of psychological and pedagogical patterns of organizing the training and education of students [2].

In order for a student to truly get involved in work, the tasks that the teacher sets for him during educational activities must not only be understandable, but also internally accepted by him, i. e. gain significance for the student. Motivation is the main means that will make it possible to increase the student's level of interest in the educational process and learning in general, and will increase his research and creative potential. An insufficiently motivated student will not contribute either to the development of his competence or to the development of his personality as a professional.

Motivation is a concept widely used in modern culture and the humanities, close in meaning to the words "intention", "push", "contribution", "encouragement", "enthusiasm". This concept was first considered by the German philosopher of irrational volunteerism A. Schopenhauer as one of the four grounds sufficient for his philosophical work. *Moveo* is a Latin word meaning "to move, to act," so motivation literally means "to move, to act."

But in modern culture it is used mainly in a multidimensional, expanded, transformed sense, rather than in a literal sense [3].

Motivation is a system of internal and external motives that force a person to act in a certain way.

Motivation depends on our interests and needs. It also determines the aspirations of a person, and at the same time it is associated with psychophysiological properties, when a person feels a need that stimulates action and then covers it.

Motivation affects all areas of life. In particular, it affects human learning.

Educational motivation is defined as a particular type of motivation included in a certain activity – in this case, the activity of teaching, educational activity. Like any other type, learning motivation is determined by a number of specific factors. Firstly, it is determined by the educational system itself, the educational institution; secondly, – organization of the educational process; thirdly, – the subjective characteristics of the student; fourthly, – the subjective characteristics of the teacher and, above all, the system of his relations to the student's personality; fifthly, the specifics of the academic discipline [4].

Motivating students is one of the most effective ways to improve the learning process at university. Motives are the driving forces of the learning process and assimilation of material. Motivation to learn is a rather complex and ambiguous process of changing a person's attitude both to a separate subject of study and to the entire educational process. At the same time, motivation to learn depends on the personality and social roles of the individual.

Numerous scientific studies have shown that the results of students' educational activities, future career and associated wages, as well as social status, are largely distant in time and do not serve as a guide for them. A survey of students studying at Russian universities shows that for the majority of students, studying at a university is a factor in obtaining a certificate of education and the opportunity to get a good job, as well as the desire to expand their social circle. Therefore, personal motives, in our opinion, are of decisive importance in shaping students' attitudes towards educational activities, self-education and personal development. To achieve these goals, students must be highly motivated to learn.

Based on their focus and content, the following types of student motivation are distinguished:

- cognitive motives (acquiring new knowledge, the opportunity to become more erudite);
- social motives (imply duty, responsibility, understanding of the social significance of teaching and are expressed in the individual's desire to assert himself in society, to establish his social status through teaching);
- pragmatic motives (the intention to have higher earnings, to receive decent remuneration for one's work);
- professional and value motives (expanding opportunities to get a promising and interesting job);
- aesthetic motives (getting pleasure from learning, revealing one's hidden abilities and talents);
- status-positional motives (the desire to establish oneself in society through study or social activity, to gain recognition from others, to occupy a certain position);
- communicative motives (expanding your social circle by increasing your intellectual level and making new acquaintances);
- traditional historical motives (established stereotypes that arose in society and strengthened over time);
- utilitarian-practical motives (mercantile, to learn self-education, the desire to master a particular subject of interest);
- educational and cognitive motives (focus on ways of acquiring knowledge, mastering specific academic subjects);
- unconscious motives (obtaining education not of one's own free will, but through the influence of someone, is based on a complete misunderstanding of the meaning of the information received and a complete lack of interest in the cognitive process) [5].

Motivational training is a holistic, relatively stable system of psychological knowledge of the individual, which, being relevant in certain situations, generates appropriate mental states and stimulates and regulates the behavior and activities of the student. Motivational readiness for professional activity is determined by the appropriate direction, the presence of meaning in this

activity, and the professional views of the individual. The formation of motivational readiness is a dynamic process determined by external circumstances, such as requirements for the profession at the stage of professional training, the structure of the main motives for its mastery, professional mentality, spiritual values, operational and technical sphere in connection with the emergence of innovative technologies, etc. The formation of a future specialist also depends on internal conditions: a person's ideas about the profession, the criteria for assessing it and the ways of self-realization in it change.

In the process of mastering a profession, training and work, the motivational structure of the subject of activity develops and changes. This development occurs in two directions: firstly, the general motives of the individual become the motives of work; secondly, as the level of professionalization changes, the system of professional motives also changes [6].

In general, the motivational sphere of a person determines the general orientation of the individual. Motivation is the main means that will make it possible to increase the student's level of interest in learning and will increase his educational potential.

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