

# opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,  
Linguística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

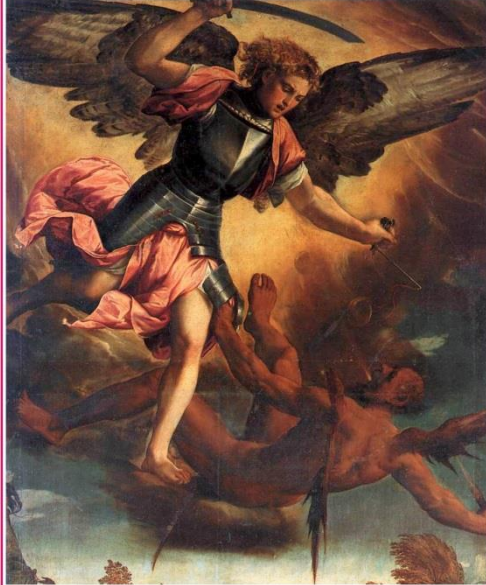
Año 35, 2019, Especial N°

# 20

Revista de Ciencias Humanas y Sociales

ISSN 1012-1537/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



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Maracaibo - Venezuela



## **The Influence Of Motivation On The Development Of Students' Personal And Professional Qualities**

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### **Abstract**

The paper deals with the problem of the development of personal and professional qualities in psychology students, as well as the formation of motivation. The authors review works of famous psychologists involved in the study of motivation. They study the plurality of understanding of the essence of motivation, as well as the nature, structure, and functions of motives. The paper considers a variety of factors influencing the formation of students' motivation for their studies. The authors conclude that the level of the development of a student's motivational sphere depends on the methods, conditions, and means of training, the awareness of the meaning of studying for the person involved, the subject and reflexive attitude to studying, as well as the subjective activity and subjective attitude.

**Keywords:** professional activity, psychology student, motivation, motive, educational motivation, theory of motives, personal and professional qualities.

# **La Influencia De La Motivación En El Desarrollo De Las Cualidades Personales Y Profesionales De Los Estudiantes**

## Resumen

El artículo aborda el problema del desarrollo de las cualidades personales y profesionales en los estudiantes de psicología, así como la formación de la motivación. Los autores revisan trabajos de psicólogos famosos involucrados en el estudio de la motivación. Estudian la pluralidad de la comprensión de la esencia de la motivación, así como la naturaleza, estructura y funciones de los motivos. El documento considera una variedad de factores que influyen en la formación de la motivación de los estudiantes para sus estudios. Los autores concluyen que el nivel de desarrollo de la esfera motivacional de un estudiante depende de los métodos, condiciones y medios de capacitación, la conciencia del significado del estudio para la persona involucrada, el sujeto y la actitud reflexiva hacia el estudio, así como el actividad subjetiva y actitud subjetiva.

Palabras clave: actividad profesional, estudiante de psicología, motivación, motivo, motivación educativa, teoría de los motivos, cualidades personales y profesionales.

## 1. Introduction

Due to the high demand for professional psychologists in modern society, the development of their personal and professional qualities at the stage of university education has become particularly important. The insufficient knowledge of this problem in modern educational psychology has led to the spontaneity and poor controllability of the professional formation of future psychologists, which negatively affects their professional activities after graduation. In this regard, at present, we need to identify effective ways, methods, factors, and means of developing the personal and professional qualities of psychology students and motivating them.

Motivation has been researched by well-known psychologists, such as V.G. Aseev, T.O. Gordeeva, E.P. Ilyin, A.N. Leontiev, A.K. Markova, Yu.B. Orlov, S.L. Rubinstein, and P.M. Jacobson, as well as A. Maslow, G. Allport, B. Skinner, L. Festinger, Z. Freud, X. Heckhausen and others. For these authors, motivation is a set of motivating factors that determine the

activity of the individual and the direction of their activity.

The complexity and multidimensionality of the problem of motivation determine the multiplicity of understanding of its essence, nature, and structure, as well as the functions of motives.

The aim of the study is a theoretical justification and identification of the influence of motivation on the development of personal and professional qualities of psychology students.

The hypothesis of the study is the assumption that the formation of motivation as a factor in the development of personal and professional qualities of psychology students will be effective if:

- 1) motivation is a complex formation, including in its structure the direction, motives, and qualities of the individual, contributing to the development of personal and professional qualities among psychology students;
- 2) educational and professional activities of psychology students, due to various motives, result in the formation of personal and professional qualities related to reflexive, emotional, cognitive, behavioral, communicative, value, and semantic-based quality clusters.

To achieve this goal and test the hypothesis, we have defined the following study objectives:

1. To characterize the essence of motivation as a psychological phenomenon in various psychological concepts and theories;
2. To identify the main personal and professional quality clusters in psychology students;
3. To substantiate motivation as a factor in the development of personal and professional qualities of psychology students.

## 2. Methods

The research methodology was based on the following: fundamental works of philosophers, provisions of the general concept of mental regulation of motivation as a core, determining component of productive activity, concepts of motivational regulation of activity, concepts of professional development of an individual, psychological theory of personality, concepts of motivation as a social and psychological phenomenon, theoretical principles of pedagogy and psychology of professional activity, theory of contextual education, conceptual foundations of pedagogical technology, concepts of motivation for educational activities, research results on the development of motivation for professional activity in educational environment of the university, research in the field of professional education in tourism.

### 3. Results

In the process of studying, students are given specific study objectives. Their effective achievement depends on the personal interest shown by students in the learning process. The main goal of the university is to ensure that students accept socially significant learning goals as personally significant ones. Such a merger is sometimes called “motivation and target resonance”. Since the general ultimate goal of studying at university is professional training of specialists, the attitude of students to their future profession can be considered as a form and measure of acceptance of the ultimate goals of education.

Researchers offering various theories of motives describe motivational processes and mechanisms for their formation in different ways.

According to the psychological theory of D.N. Uznadze, to understand the appropriate behavior of a person, it is necessary to study the integral mental state of the individual that is created in them before demonstrating any kind of behavior, that is, an attitude. The theory of installation says that a person under the influence of needs and the corresponding environment creates an integral mental state, readiness for behavior, determining their subsequent activity and giving it an appropriate direction. Depending on what a person needs and in what subject environment they are, they create a certain attitude, according to which they behave (Uznadze, 1982).

In the theory of motives developed by A.N. Leontev, some motives, while stimulating activity, at the same time, give it a personal meaning; these are the so-called meaning-forming motives. Others, coexisting with them, playing the role of motivating factors (positive or negative), are devoid of meaning-forming function; these are the so-called motive stimuli (Leontev, 2016).

According to A.K. Markova, “The motive for learning is the direction of the student in relation to various aspects of educational activity”. Direction as the content side of motive is a vector and orientation of the motivator. It is directly related to the object, on which the activity is oriented. Direction affects the emergence of motives, although, in turn, motives contribute to the formation of direction. If the direction expresses an aspiration to the goal, then the setting determines its motives. Thus, a person’s professional orientation, desire to master a profession, and certain need for work arise under the influence of a set of motives associated with the social significance of specialists in this profession (Markova, 1990).

In this way, the direction is expressed in the goals and motives of the stu-

dent's behavior, their interests, needs, ideals, beliefs, and attitudes.

#### 4. Discussion

The presence of the following factors influences the formation of educational motivation for students:

1) Social and psychological factors – the macro-environmental (national, regional-ethnic) and micro-environmental (family, university, public organizations, informal associations) factors;

2) National factors – the economic, political, cultural, and moral living conditions of people in the country, the media (William and Burden, 2000). Also, a large role is played by psychological factors, which are divided into two types:

1) objective age features: characterological, typological features of personality (character traits, inclinations, abilities, interests, psychological and physiological qualities of a person, the level of their general educational and professional training), social influences on motives affecting the formation of value orientations, relationships, motivation for professional activity, and professional self-awareness;

2) subjective features: the potential of the individual, including high professional and personal standards, the desire for knowledge, to expand one's horizons; the need for self-affirmation, achievement, recognition; work on oneself: analysis and perspective building of a professional life plan of activity, self-analysis, self-education, self-development, self-awareness as a member of the professional community in the future, adoption of a professional role. The study of psychological factors in the formation of a person's motivation for professional activity is one of the controversial issues of the comparatively predominant influence of personality traits or professional interests of a person (Schunk and Zimmerman, 2007).

Educational motivation is defined as a type of motivation included in a specific activity, in this case, the activity of learning, educational activity. Like any other kind, educational motivation is determined by several conditions specific to the activity, in which it is included.

Conventionally, the educational activity of students in the educational system under professional motivation is understood as a set of conditions and actions, which, reflected in the mind, stimulate and orient the individual to obtain knowledge related to future professional activity (Willingham, 2007).

At the same time, motives of professional activity are understood as the understanding of the subjects of the individual's actual needs (higher edu-

cation, self-development, self-knowledge, professional development, raising social status, etc.), which are satisfied by fulfilling educational tasks and prompting them to study their upcoming professional activities. We can point out several basic motivational needs of the student: the need for rest, basic physiological needs, material incentives, and social benefits.

The main role in the formation of various interrelated skills of the motivational component and the professional identity of the person, in connection with the data, is played by:

- 1) Analysis of the internal connection of the “need – motive – goal” system;
- 2) Reformulation of the subjective system of needs and motives in coordination with the social order;
- 3) Understanding of the new subjective system of needs and motives as personally significant;
- 4) Independence from the social group in the subjective plan (Hodzhageldieva et al., 2016).

Thus, from a psychological point of view, the characteristics of the concept of professional training of specialists in the organization of students' independent work on themselves are expressed in drawing up a professional plan, accepting tasks set for them by society, and developing their future professional activity (Lukhmanova et al., 2019).

## 5. Conclusion

The level of development of the student's motivational sphere depends on the methods, conditions, and means of training, awareness of the own meaning of learning, subject and reflexive attitude to learning, as well as subjective activity and subjective attitude. The motivational sphere of the individual is determined by their activity. For an activity to become a component of development and self-development, it is important not only to deeply understand the nature of its content but also to constantly improve the motivational side of the individual. A deep understanding of the motivational sphere can ensure success and direct the activities of the student's personality in the right direction for its development. A high level of students' readiness for professional activity is promoted by a high degree of satisfaction with the profession and the educational institution, value-based orientation, and educational and professional motivation. Satisfaction with the profession is an increased indicator and the aspect of readiness for future activities. The low motivation for professional activity prevents the formation of students' preparation for their future work.



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Revista de Ciencias Humanas y Sociales

Año 35, N° 20, (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.

Maracaibo - Venezuela

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