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PROFESSIONAL TRAINING OF HIGHER EDUCATION STUDENTS: MOTIVATION TO LEARN

Background. The article focuses on the motivation of students of higher education institutions in the context of Ukraine's integration into the European Union and the importance of their quality professional training aimed at further employment and career growth. The problem of professional self-determination and self-realisation is emphasised. Some directions of research of the stated problem by well-known domestic scientists are revealed. The concepts of "motivation", "learning", the importance of introducing creative tasks into the learning process to ensure a high level of student motivation are substantiated. The factors of development of students' motivation to learn, including interests, values, needs, abilities, character, self-esteem and others, are indicated. Attention is drawn to the nature of the connection between students' motivation to learn and the motivation of future professional activity, life goals, and prospects. Attention is focused on the external and internal motivation of learning, the motivation of self-affirmation, avoidance of failure, the dependence of personality on communication with people, personal activity, etc. The individual style of the student's educational and professional activity is named as a factor of student success. It is proved that the vision of the future is an important characteristic of the individuality of the personality, which determines the process of self-development and self-realisation.

The role of pedagogical practice for activating students' professional self-determination and the importance of providing higher education institutions with opportunities for their active involvement in professional activities, development of their professionally important qualities and values are indicated. The importance of developing students' individual style of organising independent work is proved. The experience of introducing educational testing to improve the objectivity of assessing the level of knowledge and skills of students is described. The article highlights the issues of ensuring professional motivation of students to study by teachers of higher education institutions, including creative attitude to teaching their disciplines, interest in science, competence and authority, systematic diagnostics of real motives of students' learning; stimulation of their self-education, maintaining cognitive interest in everything related to future professional activities.

Results. In order to improve the quality of learning in modern conditions, it is necessary to: strengthen its motivation, establishing a link between the acquisition of knowledge, enrichment of experience, requirements and functions of future professional activity; take into account the interests, needs, abilities, character, self-esteem of higher education students; use the possibilities of pedagogical practice, independent work, control over the acquisition of knowledge, development of skills, etc.

Conclusions. Increasing the professional motivation of students' learning should be achieved through the influence of the competence and authority of higher education teachers, maintaining their cognitive interest in everything related to future professional activities, active communication of participants in the educational process, systematic diagnosis of real motives for students' learning; stimulating their self-education, etc.

Keywords: motivation, learning, students, higher education institutions, professional activity.

Background

In the context of Ukraine's integration into the European Union, high-quality professional training of higher education students aimed at their further employment and career growth is of particular importance. At present, new approaches to teaching are being sought, innovative forms of organising the educational process are being introduced, and effective information technologies are being used. Higher education institutions have free access to platforms with educational materials. The educational process involves not only the acquisition of knowledge in compulsory and elective subjects, but also the development of personal qualities necessary for their livelihood. Today, the problem of professional development and self-determination, motivation to learn, and personal fulfilment is important. It has become widespread with the introduction of distance learning due to COVID-19 and the intensification of the war. Some scholars argue that "although the forced interruption of the educational process caused by the COVID-19 quarantine has become a powerful stressor for educational systems around the world, it has given them an impetus to develop alternative long-term plans for the development of education" (Kartashova, Gurzhiy, & Zaychuk, 2020).

Literature review. In this context, the motivation of university students to learn their chosen professions has become important. Its presence generates positive emotions, a desire to acquire knowledge, develop skills and develop abilities. Motivation promotes initiative, creating a creative and cognitive atmosphere. It helps students to learn successfully, to assert themselves, and to demonstrate their achievements.

It is known that the cognitive motives of students' learning depend on their thinking activity, favourable

communication, activation to assimilate the necessary information, etc. Scientists note that the peculiarities of "studying the problems of motivation and motives are related to the fact that the development of ideas about the driving forces of human behaviour, its determinants, motives and motivation coincides with the emergence and development of psychology in general. The development of motivation problems is characterised by a close "binding" of the research performed to the main directions of psychology development, within each of the directions the problem of motivation acquired the most characteristic features of them" (Serdiuk, & Kovalenko, 2020, p. 217).

Among the factors of development of students' motivation to learn, modern researchers of this problem identify the following: "student's personality: interests, values, needs, abilities, character, self-esteem and other psychological characteristics; structure and content of the curriculum: importance and interest of the material, accessibility and comprehensibility, possibility of choosing subjects" (Pimenova, & Gaponchuk, 2023, p. 37). They also focus on the professionalism of teachers, the quality of their lectures and practical classes; the influence of the social environment (parents, friends, employees, colleagues, mentors); high demands on students' achievements; the system of rewards and motivational measures by the educational institution, etc.

Well-known scientists (A. Nisimchuk, V. Klymchuk, B. Shunevych, A. Zolotykh, V. Leontiev, O. Pinska, M. Matiukhina, B. Morgun), substantiating the concept of "motivation", focused on the study of the peculiarities of building the motivational sphere of an individual, the stages of motives formation and mechanisms of their functioning in the human

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mind. The works of O. Bondarchuk, L. Bozhovych, E. Deci, S. Zaniuk, A. Markov, O. Skrypchenko, V. Mykhailichenko reveal the types, levels, features of motives and motivation for learning. Such researchers as V. Haluziaka, V. Klachka, I. Zhadan, I. Zarubinska, K. Kalnytska study the problems of the motivational sphere and the patterns of its formation in the student's age (Kviatkovska et al., 2022, p. 178).

In the student's age, the conditions for the formation and development of professional achievement motives are professional vision; a clearly defined and realised ultimate goal of learning; understanding of the practical significance and connection with the ultimate goal of each individual class or type of work, etc. The most valuable condition for higher education students during the war is communication. They are constantly striving to be heard, so to stimulate their mental activity, they must be given the opportunity to speak out. It is important for the teacher to remember that stimulating mental activity leads to motivation in the brain, which causes positive emotions in students, encourages them to study complex topics and develop appropriate skills, and to control the acquisition of social and professional experience in the form of necessary ways of acting, which are implemented through skills. It is impossible not to agree with the statement that "The central place in this context belongs to the problem of motivation of students' learning as a self-organised holistic phenomenon. The nature of the connection between their learning motivation and the motivation of future professional activity, life goals, prospects, values determines the potential for movement in the future, satisfaction in the present, and reveals the essential forces of students' personal and professional self-realisation" (Serdiuk, & Kovalenko, 2020, p. 215).

We note the fact that the need for self-realisation is one of the most essential and purposeful needs for students. It has a permanent nature, is a source of personality activity, actualises its potential, etc.

Learning is considered by scientists as a process of acquiring knowledge, skills and abilities and is a system of cognitive actions aimed at achieving the goal of learning, solving specific problems. It is the process of acquiring and consolidating or changing the ways of an individual's activity. A student's attitude to learning depends primarily on the factors of career choice. From the social point of view, learning is a special form of social activity of a person and is the main condition and means of his/her mental development. The main components of the learning structure are understanding, memorisation, language and external manipulation. New knowledge and actions are formed from elements of previous experience, combining into a whole in the course of learning. Learning is active, motivated and guided by motives and attention.

Positive motivation for a student's professional choice includes the following manifestations: a pronounced interest in the profession; a desire to engage in this professional activity in the future; a desire to be useful to people, society, Ukraine, etc.

In real life, there are somewhat different motivations for choosing a university: the social prestige of the profession, the influence of relatives, a coincidence of circumstances, etc. They largely determine the student's learning motives and determine his or her attitude to learning, affect the organisation of independent study work and the acquisition of self-education skills. Learning motives are the reasons that motivate students to study, their psychological attitude, readiness for cognitive activity, etc., cognitive needs and interests that determine the student's determination, perseverance and other volitional qualities of the student's personality.

Learning as a cognitive activity has a psychological structure, and success depends on the activity of the learner. A student is a subject of learning when he or she works at a higher level of activity, is able to initiate and carry out cognitive activity and take responsibility for his or her actions.

Real-life activities are always poly-motivated, and therefore, in student learning, it is necessary to understand the hierarchy of motives, to identify the main ones and their subordination. Of course, motivation is subject to change, and therefore it is important to take into account which motivations are the leading ones in each course. When analysing this issue, we pay attention to extrinsic and intrinsic motivation to learn. With extrinsic motivation, students have a consumerist attitude to learning, learning material is mastered for a close goal: to answer a seminar, pass a test, etc. Extrinsic motives are characterised by the fact that mastering the content of the educational material is not the goal of learning, but is determined by other goals. An extrinsically motivated student participates in the learning process for recognition, high grades and praise. He or she has little interest in self-development and works for the short term. As a result, such students perceive each of their failures as long-term and consider external influences to be the cause. They need constant encouragement, otherwise they become convinced that they have no abilities.

Intrinsic motivation is the most effective way to encourage students to learn. However, in the current environment, stressful situations, air raids, staying in bomb shelters, and possible moves to other cities and countries have a significant impact on their attitude to learning the information they need for their future professional activities. It is worth noting that the currently popular distance learning requires focus, concentration and a desire for self-education with appropriate self-control. Among the foundations of learning motivation are cognitive motives, which are manifested in the interest in mastering the content of academic disciplines for the purpose of self-development, knowledge of one's own inner world and social motives, which reflect the learning process as an opportunity to communicate in a group of people united by the future speciality (Kviatkovska et al., 2022, p. 179). In the case of intrinsic motivation of educational and professional activities, the student's professional and cognitive interests come first. Intrinsic motives are personally significant, characterised by a sense of subjective satisfaction with the learning process and the realisation of one's own potential. Intrinsic motivation is associated with a higher level of cognitive flexibility, creativity, increased self-esteem, prevalence of positive emotions, interest, and job satisfaction. In educational activities, it correlates with better memorisation of material, a high level of learning, and a preference for solving optimally difficult tasks.

Students' successful learning is facilitated by self-affirmation motivation, in which they show perseverance and high emotionality in relation to their achievements. In its process, students' cognitive activity is persistent: they are interested in learning, developing positive emotions, and a desire to work. Such students show initiative, create a creative cognitive atmosphere around them, and demonstrate readiness for successful, effective educational and professional activities.

In the presence of other motives, students' learning outcomes are lower. For example, the motivation to avoid failure can significantly depend on the positive experience of overcoming difficult situations. Insufficiently formed and insufficiently mature motivational formations consolidate the individual's ability to solve academic and personal difficulties

in a non-constructive way. Professionally oriented students with a selective focus on achieving success in their academic and future professional activities are confident in themselves and in the success of their business, and have great resilience in overcoming difficulties. Students with a motivation to avoid failure have predominantly low needs for achievement and a motivational orientation to avoid success. They show self-doubt and do not believe in their ability to succeed, and are afraid of criticism. They usually have negative emotional experiences with work that involves the possibility of failure.

"These people are often characterised by inadequate professional self-determination, preferring either very easy or very difficult professions. Thus, people who are oriented towards failure tend to avoid tasks that they cannot solve the first time" (Dniprova, 2014, p. 20).

If a student's actions depend only on success or failure, he chooses a strategy of caution, and in case of failure, his activities are disorganised. They set themselves the task of behaving politely and not offending others, keeping their personal information confidential, telling their parents about their problems and getting their support, searching for interesting websites and sharing links with their friends, etc. The student avoids difficulties, refuses to do further work, or prefers the easiest learning tasks.

The motivation to learn is enhanced when a student sees the connection between the acquisition of knowledge and the enrichment of their own experience and the requirements and functions of their future professional activity. Only when a student has a need for self-realisation do his or her general and professional abilities develop, theoretical and methodological professional training is successfully carried out, and spiritual and moral education is formed. For such a student, learning acquires a vital meaning, and he or she works at a higher level of activity, since the meaning is perceived as a value, an attitude that manifests itself in excitement, feelings, concern for their future, and a desire to create. Creativity in learning depends on a person's experience of communicating with people and their own activity. A person gradually develops an inner world that makes his or her activities creative. The enrichment of the inner world becomes a powerful source of its full development. If learning turns into creativity, it affects the emotional sphere of the student, sharpens his or her memory and attention, evokes feelings of joy and satisfaction, and helps to increase interest in cognitive activity. For successful studying at a university, it is important that students not only know how to study independently, but also direct their creative cognitive activity towards life self-determination and professional self-affirmation.

It is important to develop students' creativity at all stages of professional training. Problematic creative tasks are a source of new knowledge. Forming students' attitudes towards deep insight into the essence of the subject helps to achieve not only the immediate learning goal, but also the long-term goal related to future professional activities.

Free discussion of theoretical and applied problems of science and practice, comparison of different approaches to solving them, and giving students the opportunity to express their opinions stimulates their activity, has a positive effect on the motivation of learning activities, and helps to improve their academic performance. The student's position is not limited to the acquisition of knowledge. The introduction of creative tasks into the learning process ensures a high level of motivation to learn and the integration of all other motives.

"The motivational function of creative tasks is supported by gradually increasing their complexity and social significance. This expands the meaning-forming function of the motive of creative achievement and ensures its leading role in relation to other motives of learning, as well as maintains and rebuilds the motivation of cooperation and interpersonal relationships throughout the entire learning process", – note modern scientists (Haluziak, & Horbun, 1994, p. 54).

An important factor in a student's success is the individual style of his/her educational and professional activity, which is manifested in stable ways of its implementation in accordance with the pace of work, reaction time, speed of memorisation, etc. Scientists have drawn attention to the fact that an individual style "is a set of techniques and methods of activity determined by certain personal properties and developed by the subject as a means of adapting to objective requirements. The structure of the individual style can be presented in the form of a content core and an extension to it, which is formed as a result of the mechanisms of adaptation, compensation and correction in the course of mastering professional activity by the subject. In addition, the individual style of professional activity can be generally characterised by the peculiarity of the ratio of orientation, executive and control types of professional activity in its structure and endowed with such characteristics as procedural, personal originality, productivity, inherent developmental, corrective and adaptive potential, motivation in identifying and developing the style" (Lavrentieva, & Krupskyi, 2022, p. 46).

Another significant characteristic of a person's individuality that mediates the process of self-development and self-realisation is the future perspective. Individual differences in the future perspective affect motivation and goal orientation. A greater perspective of the future means a less pronounced desire for immediate goal satisfaction.

Among the types of individual student work in the learning process are creative and educational and research tasks: observation and analysis of practical situations; essay writing; development of lesson plans; drawing up psychological and pedagogical characteristics for the academic group of students as a whole and for a particular student, etc. An essential factor in a student's success is the individual style of his or her educational and professional activity, which is manifested in sustainable ways of carrying it out in accordance with the pace of work, reaction time, and speed of memorisation.

Students should be encouraged to develop their individual style of organising independent work and help them to realise themselves as a subject of educational and professional activity. Individual personality traits develop only through independent work. It is advisable to make them more complex in time and thus form individual mental abilities and will in each student. It is equally important to develop the student's reflective experience, which ensures the awareness and transformation of personal experience through its rethinking. It is believed that education and training should be based on individuality as much as possible, since any impact on a person is refracted through his or her individual characteristics. These characteristics include perception, thinking, memory, imagination, interests, inclinations, abilities, temperament, and personality. Taking into account the individual characteristics of students increases the level of their learning and makes it easier for the teacher to work.

It is desirable to include information on the criteria and indicators of students' knowledge and skills in the content of professional training in any speciality. This is important for the development of self-control and self-esteem. Professional motivation and focus are not formed spontaneously. One of the ways to enhance professional self-determination and motivation of students' learning activities can be pedagogical practice. In its process, there is an opportunity to comprehend pedagogical phenomena and facts, regularities and principles of teaching and upbringing, to master professional skills and experience of practical activity. In addition, the transition of society to market relations requires the development of personal and professional qualities in students that would allow them to start their career in a constantly changing environment without any internal barriers.

Pedagogical practice creates real opportunities for developing students' readiness to acquire and apply new theoretical and methodological knowledge and at the same time to learn best pedagogical practices. During the practice, students consolidate and deepen the theoretical knowledge acquired in higher education institutions, develop professional skills, creative abilities, pedagogical thinking, and intensify the process of forming professional personal qualities. It opens up the possibility for them to understand the specifics of the profession more deeply, to compare their capabilities and desires with its requirements. Pedagogical practice, if properly organised, ensures maximum emotional involvement of students in the pedagogical reality. Students become subjects of pedagogical activity, the position of assimilation of ready-made knowledge, fixed in traditional education, is replaced by the position of subjects who implement the acquired knowledge in practice. At the same time, they comprehend professional motives and values.

The inclusion of students in pedagogical practice at the initial stage of professional training activates their professional self-determination and the formation of professional motivation, and expands the range of learning motives.

Given that the amount of educational materials that students need to master is significant, and that most of the material is offered to be studied independently, independent work becomes a leading component of the learning process, which should have specific content characteristics, be monitored, checked and evaluated. At the same time, the system of control and assessment of students' learning achievements has been and remains an important component of the learning process. It is desirable to give them the right to choose the form of educational work, the method of control and the period of reporting on its results. A teacher should have a full range of different methods of controlling and evaluating students' learning activities, and should use them optimally and creatively, depending on the didactic goal, the content of the educational material, the level of students' learning and their intellectual development.

Testing has become an important part of this process. The acquired international and domestic experience of implementing educational testing makes it possible to increase the objectivity of assessing the level of knowledge and skills of the subject of education, which is demanding of its quality at all stages of the learning process. Most researchers agree that a test is a measurement tool consisting of a verified system of tasks, a standardised procedure for conducting it, and a pre-designed technology for processing and analysing the results, designed to predict and develop certain personality traits of the test subject. Since

the main function of a test is to control the level of academic achievement in certain areas of knowledge, subjects and disciplines, a test as a measuring tool must be adequate to the material being tested, i.e. the content of the test must be optimally matched to the content of the discipline.

As a prerequisite for preserving a single educational space, standardised pedagogical testing can perform not only diagnostic and control functions, but also be used as a full-fledged learning technology. "Certainly, the testing system as a means of measuring the acquired knowledge has important positive properties, such as consistency, unification, objectivity, but, as often happens, certain disadvantages become a kind of continuation of positive properties. With the help of tests, it is possible to measure the volume, the amount of knowledge acquired throughout the course, avoiding subjectivity and getting the opportunity to compare the results of different study groups in different educational institutions, but it is very difficult to measure the innovative potential of the individual, as well as the degree of individual comprehension of the acquired knowledge and the individual ability to apply it meaningfully, that is, to measure what is the intrinsic good of modern pedagogical practice" (Andrushchenko, & Peredborska, 2009, p. 191).

In order to form a positive motivation for educational and professional activities, students should demonstrate cognitive activity, intellectual initiative and independence in making decisions on the choice of ways and content of self-education; enrich their inner world, be open to new experiences; focus on their future, build a personal perspective; develop self-esteem, self-criticism; form a need to implement their own plans, realise potential opportunities.

The solution to the problem of ensuring professional motivation of students' learning also depends on teachers: saturation of the content of training with information related to the professionalisation of knowledge in the discipline; increasing the novelty of the educational material; providing students with the necessary freedom to identify creative opportunities; teachers' creative attitude to teaching their discipline, interest in science, competence and authority; systematic diagnosis of students' real motives for learning; stimulating students' self-education, maintaining cognitive interest in everything related to their future professional activity.

A teacher of higher education should use such methods in teaching that will awaken and maintain students' interest in learning new things. Under these conditions, motivation becomes an important component of education. A student's motivation depends not only on his success in higher education, but also on his desire to gain additional knowledge and self-improvement throughout his life. And this is very important, because, "according to modern research, the results of human activity depend only 20% on intelligence, and 70–80% on motivation" (Vasylieva, 2019, p. 54). The process of assimilation of knowledge is an important component of the learning process, a necessary condition and the main mechanism of mental development of a person throughout his life, the basis of comprehensive development of a student's personality. This explains the large number of concepts and studies of the learning process in general and the process of knowledge acquisition in particular.

It is necessary to remember that "... synergies of learning motivation are achieved in such an educational environment where the values of personal development, spiritual satisfaction, creativity "work"; a space of interpersonal interaction is created, which provides moral support, the basis for the formation of self-respect, self-interest, self-

acceptance, self-understanding and self-confidence; opportunities for active inclusion in professional activity and development of professionally important personal qualities and values are provided" (Serdiuk, 2012, p. 214).

Results

Today, the motivation of learning while providing professional training of higher education students has an impact on their level of knowledge and the quality of skills and abilities necessary to ensure competitiveness in the labor market.

To improve the quality of education in modern conditions, it is necessary to:

- the motivation of learning was consonant with the motivation of the students' future professional activity;
- the student's attitude to learning depended on the factors of choosing a profession;
- among the factors of development of students' motivation to study were their interests, needs, abilities, character, self-esteem, etc.;
- learning motivation was strengthened due to the connection between the assimilation of knowledge, enrichment of one's own experience, requirements and functions of future professional activity;
- free discussion of theoretical and applied problems of science and practice stimulated students' activity, had a positive effect on the motivation of educational activities;
- an important factor in the student's success was the individual style of his educational and professional activity;
- pedagogical practice created real opportunities for the formation of students' readiness to acquire and apply new theoretical and methodical knowledge;
- each teacher possessed a full range of various methods of monitoring and evaluating students' educational activities;
- control of the level of educational achievements in certain fields of knowledge, subjects and disciplines with the help of tests optimally corresponded to the content of educational disciplines.

It is important for a modern student to "be able to analyze the content of the motivation of his educational and professional activity, to correlate different motivational drives and to be an active creator of this motivation. At the same time, it is relevant to determine the content and forms of education, which contribute to the development of future specialists' motivation for educational and professional activity in higher education institutions, which logically transitions into professional activity in the future future specialists should contain both a spontaneous component and a purposeful formation that will contribute to the achievement of the goal of education" (Serdiuk, & Kovalenko, 2020, p. 226).

Discussion and conclusions

Therefore, increasing the professional motivation of students to learn by teachers of higher education institutions should take place through the influence of their competence and authority, a creative attitude to the teaching of their disciplines, maintaining cognitive interest in everything related to future professional activity, introducing creative tasks into this process, active communication of participants in the educational process, among whom is interest in science, systematic diagnosis of the real motivations of students' learning; stimulation of their self-education, etc.

Given that the volume of educational materials that students need to master is significant, most of them should be studied independently, independent work that has specific content characteristics, is monitored, checked, and evaluated becomes the leading component of the learning process.

Provision of opportunities for active inclusion of students in professional activities and the development of their professionally important qualities in higher education institutions can take place through the development of their individual style of organizing independent work and conducting pedagogical practice, which creates real opportunities for creativity and the formation of new knowledge.

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ПРОФЕСІЙНА ПІДГОТОВКА ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ: МОТИВАЦІЯ УЧІННЯ

Вступ. Пріділено увагу мотивації учіння студентів закладів вищої освіти в умовах інтеграції України до Європейського Союзу та значенню якісної професійної підготовки здобувачів освіти, спрямованої на подальше працевлаштування, можливості кар'єрного зростання. Наголошено на проблемі професійного самовизначення, самореалізації. Розкрито окремі напрями дослідження заявленої проблеми відомими вітчизняними вченими. Обґрунтовано поняття "мотивація", "учіння", важливість введення у процес учіння творчих задач для забезпечення високого рівня мотивації студентів. Вказано чинники розвитку мотивації студентів до навчання, серед яких інтереси, цінності, потреби, здібності, характер, самооцінка й інші. Зазначено характер зв'язку мотивації учіння студентів із мотивацією майбутньої професійної діяльності, життєвими цілями, перспективами. Акцентовано увагу на зовнішню і внутрішню мотивації учіння, мотивації самоствердження, уникнення нещастя, на залежність творчості особистості від спілкування з людьми, власної активності тощо. Названо фактором успішності студента індивідуальний стиль його навчально-професійної діяльності. Доведено, що бачення перспективи майбутнього є важливою характеристикою індивідуальності особистості, яка визначає процес свого саморозвитку та самореалізації.

Вказано роль педагогічної практики для активізації професійного самовизначення студентів і значення забезпечення у закладах вищої освіти можливостей активного їх включення у професійну діяльність, розвитку професійно важливих якостей і цінностей. Доведено важливість відпрацювання студентами індивідуального стилю організації самостійної роботи. Охарактеризовано досвід упровадження навчального тестування для підвищення об'єктивності оцінювання рівня знань і вмінь студентів. Висвітлено питання забезпечення професійної мотивації студентів до учіння викладачами закладів вищої освіти, серед яких творче ставлення до викладання своїх дисциплін, інтерес до науки, компетентність і авторитет, систематична діагностика реальних мотивів навчання студентів; стимулювання їх самоосвіти, підтримування пізнавального інтересу до всього, що пов'язане з майбутньою професійною діяльністю.

Результати. Для поліпшення якості учіння в сучасних умовах необхідно: посилювати його мотивацію, устанавлюючи зв'язок між засвоєнням знань, збагаченням досвіду, вимогами й функціями майбутньої професійної діяльності; враховувати інтереси, потреби, здібності, характер, самооцінку здобувачів вищої освіти; використовувати можливості педагогічної практики, самостійної роботи, контролю за набуттям знань, виробленням умінь і навиків тощо.

Висновки. Підвищення професійної мотивації учіння студентів має відбуватися за впливу компетентності й авторитету викладачів закладів вищої освіти, зокрема і за підтримування пізнавального інтересу здобувачів освіти до всього, що пов'язане з майбутньою професійною діяльністю, активного спілкування учасників освітнього процесу, систематичної діагностики реальних мотивів навчання студентів; стимулювання їх самоосвіти тощо.

Ключові слова: мотивація, учіння, студенти, заклад вищої освіти, професійна діяльність.

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