

Eventuality of Psycho-Pedagogical Service Activities of Higher Education Institution in the Development of Educational and Professional Motivation of Modern Students

*Irina Serafimovna Begantsova, Marina Viktorovna Markeeva
and Svetlana Petrovna Akutina*

Nizhny Novgorod State University named of N.I. Lobachevsky, Arzamas branch

Abstract: peculiarities of dedicated work with students of humanities and areas of training in professional motivation in the context of psycho-pedagogical service of higher education institution as well as of faculty are studied; trends for the development of educational and professional motivation of students are proposed: study of students' professional choice motives, diagnosis of personality characteristics, individual assistance in building professional development strategies; organization of socially significant educational activity of students in the context of their social adaptation, professional competence obtaining, handling of professional and axiological categories in the course of professional formation and development.

Key words: Psycho-Pedagogical Service • Higher Education Institution • Educational and Professional Motivation • Socially Significant Activities of Modern Students

INTRODUCTION

In light of the emerging trends in the development of national education within the context of modernization in general and, vocational training in particular, there is the need to update its content as well as structural components.

Modern education should ensure the formation of such personal qualities that will help a young specialist to adapt effectively in the labor market, not only be ready for any critical situations, but in the process of overcoming them to develop their professional and personal potential, not stopping at their target, to aim not merely to use their existing experience, but develop new models of professional and personal behavior in response to changing realities: education and labor market, as well as the requirements of the educational process [1]. Professional characteristics, providing results within the professional area "a person - a person", in particular in the social and humanitarian area should include a positive attitude to the professional activity, to different categories of customers and themselves as a specialist. At that, for many students entering the humanities and training areas,

the choice of a profession is related to external motives, such as its prestige in the society, etc.

MATERIALS AND METHODS

The trends identified actualize the need in targeted work with students of humanities and areas of training in the essence understanding of mastered profession, the development of a positive attitude to it, thus forming the inner motivation of its development, since people aimed at self-education, adequately evaluating the contradicting information capable to take the right decision, are in demand at the moment. As a rule, these abilities are formed already in the process of training in higher education. D.B. Elkonin and A.N. Leontiev consider education and professional activity the leading one in adolescence period [2].

Being students, high school students already start to think about their future professional choices that often depend not only on themselves, but also their wider public (parents, friends, teachers, etc.). Besides, the study activity itself becomes more differentiated, as professional inclinations and abilities are determined. Often high

school students begin to study more thoroughly those subjects that are necessary for them to enroll in their chosen higher education institutions [3].

Different researchers, speaking of the leading activity in the high school age, cite a variety of versions. Some state that these are studies and craft. Others say that it is a professional self-identity. Others believe that talking about professional self-identity as such is early, as in fact it is merely its indications related to a choice planning, which is not yet implemented in reality, due to the lack of real profession development.

Thus, the point at issue is that high school students have psychological formation and mechanisms that will ensure them further personal and professional development, but psychological structure and features themselves are not complete yet.

By this time a person obtains abstract thinking, the scope of his/her personality orientation and outlook in general is quite formed. High school students are able to not only be aware of their needs, but to show sufficient activity to implement them and analyze their own identity, their goals, motives and its place in the world, realizing their abilities and interests and being critical to them-all of this facilitate for personality formation and need formation to take an internal position of an adult [4].

Thus, professional self-identity is pretty much a long process, its result is a professional "I am concept", which also has a dynamic structure and can vary at different stages of professional development.

RESULT AND DISCUSSION

Professional self-identity of modern students is connected with the formation of ideas about their professional future after meeting basic needs in the process of solving the problems of the age development and formation of professional activity style in regard of individual personality characteristics and preferences, as well as the needs of the existing system of professional activity [5].

So, despite some diversity of viewpoints regarding the leading activity in adolescence period, all authors agree that a young person has only some ideas about his/her future and professional activity in particular, which are closely related to the age characteristics of human development and also with those problems set by the society that is internal and external factors of personality development, which are interconnected.

During adolescence a person has to build temporary perspective, responding to such questions as "What can I do?"; "What do I want?" etc., where it is important not just imagine the future in general, but it is important to know his/her priorities in life and realize concrete ways to achieve a particular purpose including professional ones [6].

The choice of the profession is related to its knowledge, availability at least of a minimum experience of real professional activity in this field.

Information regarding a profession can be quite as objective and illusory connected with misconceptions about it in society, inadequate understanding of the specifics of an actual profession.

The attitude to a profession can be developed on the basis of a positive or negative interaction experience with representatives of a particular professional group.

As it was already mentioned, the choice of a profession is determined by personal beliefs, his/her views, interests, abilities, values, social attitudes, acting as motives, etc.

Such native and foreign scholars as L.I. Bozhovich, L.S. Vygotsky, B.F. Lomov, A.N. Leontiev, A.K. Markov, V.I. Kovalev, I.A. Zimnya, E.K. Komarov, V.A. Yakuninin; J. Atkinson, M. Argyle, D.Berlyne, E. Duffy, K.Levin, McKelland and others studied the development and functioning of the motivational sphere of a person at a particular angle. Currently the problem of educational and professional students' motivation development is actively investigated by such scholars as R.S. Weissman, A.A. Rean, A.E. Steinmetz, A.N. Pechnikov, G.A. Mukhina, T.A. Mathis, A.B.Orlov, etc. The problem of educational and professional motivation development of humanitarian students and students of training areas is quite important today. Many applicants make their career choices not in accordance with their more or less concrete notions about their professional future, clear professional self-identity and, accordingly, a conscious choice of a profession, but for several other reasons: depending on material opportunities, advice of parents, relatives, acquaintances (reference group). Besides, the motivation of obtaining the diploma may be different, "diploma for the sake of diploma", "diploma because of profession's prestige", "diploma as an opportunity to postpone certain events," "period of diploma obtaining as the possibility for some other types of self-identity", etc.

Thus, there are a number of motivational factors that influence the success of education in higher education

institutions:

- Those needs, goals and motives which a student has when he/she enters a university (and that should also be taken into account), because these are fundamental ones for the adaptation period in higher education institution. In particular, the level of overall preparation of students and the understanding level of his/her ideas about the future profession;
- Those needs, goals and motives that a student acquires during his/her studies in a university, probably with the help of these it's possible to manage through the organization of the educational process;; quality level of teaching; type of relationship between teachers and students. Psycho-pedagogical service activity of a university and a faculty plays an important role in the development of educational and professional motivation of humanitarian students.

In particular, the question is about an experience in this field of psycho-pedagogical service of psycho-pedagogical faculty, Nizhny Novgorod State University named of N.I. Lobachevsky, Arzamas branch (I.S. Begantsova, M.V. Markeeva). The main functions of the activities of psycho-pedagogical service of higher education institution is to organize psychological support for students and teaching personnel; study the causes of problems in the educational process within teaching personnel as well as in students' team; work in primary, secondary and tertiary preventive control in personal development of students, as well as individual assistance to all parties of the educational process. Experience of psycho-pedagogical service of psycho-pedagogical faculty with first-year students of Nizhny Novgorod State University named of N.I. Lobachevsky, Arzamas branch on educational and professional students' motivation development includes a number of areas:

- Study of professional choices' motives of students of the faculty (I.S. Begantsova);
- Diagnosis of personality characteristics of students with the aim of building a strategy for their professional development and, where appropriate, develop psychological commitment for further independent professional self-identity (I.S. Begantsova, M.V. Markeeva, T.T. Shchelina);
- Individual assistance in building professional development strategies of each student, taking into

account his/her individual characteristics and current professional experience (S.P. Akutina, M.V. Markeeva);

- Organization of professional activities of students in the educational process in order to create and expand their primary professional experience and develop positive educational and professional motivation and thus the development of their personal and professional self consciousness (T.T. Shchelina);
- Organization of socially significant educational activity of students in the context of their social adaptation, professional competencies obtaining, professional development, handling professional and axiological categories in the process of professional formation and development (S.P. Akutina, T.T. Schelina)

CONCLUSION

In general, the development of educational and professional motivation of students in the context of psycho-pedagogical service of higher education institution is connected: with specially organized career guidance activities aimed at identifying students who are professionally suitable for the development of humanities and areas of training and also finding the reasons for their choice of a particular profession and identification of the reference group which influences the final decisions of a high school student on his/her professional choice; leading the adaptation processes of first-year students to higher education institution considering personality characteristics of freshmen and accordingly possible risks during their study and interaction within groups and a faculty in general; running programs that promote both personal adaptation in the primary professional environment and correcting existing personal disharmony; psychodiagnostic monitoring availability which allows to track the efficiency of training and development of technologies used in education/bringing-up process; methodological support of academic groups' curators, methodological support of higher-education teaching personnel and the organization of psycho-pedagogical support of all participants in the educational process in general, which allows to monitor the effectiveness of the teaching staff, identify problems and timely correct the individual professional course of teachers.

Thus, the success of professional self-identity of students of humanities in the development of their

educational and professional motivation in the early stages of development of professional activities is related to the performance of psycho-pedagogical service of higher education institution in terms of psycho-pedagogical supporting of the process that determines the level of development of professional skills, maximum creative personal fulfillment of a specialist and achievement of life personal fulfillment.

REFERENCES

1. Akutina, S.P., 2013. Formation of social and personal and methodical competencies in providing professional self-identity of students of social areas and humanities / S.P. Akutina. Psycho-pedagogical problems of professional self-identity of students in social and humanitarian education areas: Sourcebook of international research and practice conference. (May 24-25th, 2013) / Ed. T.T. Schelina, N.A. Voronina. - M.: BUKI Vedi., 320: 9-18.
2. Akutina, S.P., 2013. Vocational training of future specialists in terms of modernization of higher education development / S.P. Akutina. Topical issue of modern science: Materials of XXI International research and practice conference (October 24th, 2013.) Moscow: Publishing House " Pero", 252: 25-30.
3. Begantsova, I.S., 2012. Features of professional self-identity of students of humanities: problem, diagnosis, results. / I.S. Begantsova, N.A. Voronina, T.T.Schelina, etc. Modernization of Russian education trends and prospects. Monograph: Book 2. Krasnodar ANO "Center of Social and Political Studies "Premier", pp: 82-101.
4. Begantsova, I.S., 2012. Psycho-pedagogical supporting of professional self-identity of modern students: problems, approaches, technologies / I.S. Begantsova, T.T. Schelina, V.V. Zavrazhnov // Siberian pedagogical journal # 7, Novosibirsk, 241: 178 -184.
5. Markeeva, M.V., 2012. Aspects of psychological and pedagogical support for children and adolescents living in boarding school institution in the context of the hermeneutic approach / Markeeva M.V. Akutina S.P. // School of the Future // 1: 137-143.
6. Markeeva, M.V., 2012. Opportunities of volunteer activities to provide professional self-identity of students / Markeeva M.V., Volgunov V.A., Dal. L.V. // Siberian pedagogical journal, No 7, Novosibirsk, 241: 165-169.