

Formation of Students' Positive Motivation to Continuing Pedagogical Education

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Keywords: motives, positive motivation, continuing teacher education, formation, students

Abstract: The authors analyze the problems associated with the motivation of students to continuing teacher education. First, a brief overview of the scientific areas related to the stated problem is made. Second, the motives underlying the choice of master's programs in the direction of "Pedagogical education" are studied. The main part presents quantitative indicators obtained when students choose the motives for studying in a magistracy. The paper demonstrates that the main motives for choosing masters programs in the direction of "Pedagogical Education" are (a) the availability of prospects and (b) the possibility of self-realization and success. The authors describe those pedagogical conditions that are necessary for the formation of positive motivation of students to continuous pedagogical education, revealed the ways of their implementation in pedagogical practice. The results of the study will improve the quality of implementation of the basic educational programs of undergraduate and graduate programs and, as a result, the demand for graduates in the contemporary labor market.

1. Introduction

The effectiveness of the implementation of the basic educational programs of undergraduate and graduate programs in modern Russia is determined on the basis of a number of general criteria for assessing the quality of university work. These criteria include the safety of the contingent, the average score of the exam (unified state exam), the number of foreign citizens applying for training, citizens of the Russian Federation who have graduated from universities in other regions. However, most studies devoted to the analysis of the quality of modern education indicate that the motives, interests, and goals of students have a significant impact on learning outcomes.

Previously, the following aspects were analyzed: principles and concepts of continuing education (J. Botkin, R. Dave, J. Condorcet, A. Correa, C. Kupisevich, P. Langran, M. Malitsa, A. Peccei, B. Simon, E. Faure, M. Elmanjra, D. Crawford, T. Husen, J. R. Dew, M. M. Nearing и др.); system-structural approach to the study of personality (A. N. Leontyev, S. L. Rubinstein, B. F. Lomov, K. K. Platonov) [1; 2]; features of the formation of motivation for learning, in particular, positive motives [3].

In modern research, such a phenomenon as the positive motivation of students planning to study and studying for a master's degree has not been sufficiently studied both at the theoretical and empirical levels. To understand the mechanisms for the formation of positive motivation for lifelong learning among students, it is necessary to identify the hierarchy of motives, the place and role of positive motivation in the field of professional training, as well as the necessary organizational and pedagogical conditions.

In terms of solving the problems of continuing education, the analysis of motives for continuing education and professional development of modern students, in particular, when choosing programs of study in a master's program in the direction of "Pedagogical Education," seems relevant. The results of the study will contribute to improving the quality of continuing education, the continuity of education at various levels of the vocational training system (undergraduate, graduate, and postgraduate courses). They will help students to build an individual educational trajectory and professional career.

2. Materials and Methods

The problem of the need for continuing teacher education in Russia arises in the second half of the 19th and early 20th centuries. It is due to the dynamic political, economic, scientific, cultural, socio-psychological changes in Russian society. For the first time, in domestic pedagogy, the need for continuous pedagogical education was substantiated by K. D. Ushinsky. The value-motivational component of the desire for professional growth has been widely developed in the works of P. F. Kapterev, P. F. Lesgaft, A. N. Ostrogorsky, L. N. Tolstoy, etc. In the absence of a state system of advanced training, the leading factor in professional development was the personal motivation of the teacher. The teacher was the subject of his professional development. The following factors acted as incentives for professional self-improvement: the socio-psychological atmosphere of the era; the objective need for updating psychological and pedagogical training, social and pedagogical movement, belonging to the intelligentsia; the creative nature of pedagogical activity, etc. It can be argued that these incentives for continuing professional education of a teacher are invariant, in subsequent periods of development of Russian education, their content acquires concrete historical originality [4].

In the process of studying the theoretical foundations of the problem of motivation for continuing education at the present stage, specific characteristics of the concepts “positive pedagogy” [5; 6], “pedagogy of continuous education” [1], “educational motivation of students” [7] in the interpretation of different sciences and their general provisions were identified, which allowed to reveal the essence of the category “positive motivation of students to continuous pedagogical education.”

In this study, we will consider the problem of motivation formation as a dynamic formation, process, mechanism [8; 9; 10; 11]. We will understand the motivation for lifelong education as the process of mental regulation of the activities of vocational training, the process of action of the motive for learning and the mechanism of occurrence, direction and methods of professional development, as an aggregate system of processes responsible for the motivation for continuing education.

The study of the modality of motivating students to continue their professional education is of particular interest. V. G. Aseev notes that a specific characteristic of a person's motivation is its two-modal, positive-negative structure [12]. These two modalities of motivation (desire or avoidance of something, satisfaction or dissatisfaction) are manifested in the attraction and directly realized needs, on the one hand, and in need, on the other hand. Moreover, it is not so much about the sign of motivation and motivation, but it is about those emotions that accompany the decision-making process and its implementation. We can assume that the positive modality of motivation for vocational education will significantly increase the quality of education received by the subject, contribute to the formation of the need for continuing education. At the same time, motivation for professional self-improvement will also have positive emotional coloring.

The study of the motives for students to choose master's programs in the direction of “Pedagogical Education” was carried out using qualitative analysis (the method of an express survey among senior students). Four-year students in the amount of 90 people participated in the 2016-2018 study. These were students of the following areas of training: “Pedagogical Education,” training profiles “Primary Education and a Foreign Language,” “Preschool Education,” “Physical Education,” “History and Law,” “English and German Languages,” “World Art Culture,” “Russian Language and Literature.” Students were asked to rank according to the importance of the possible motives for their choice of continuing education at the stage of master's training, provided that the direction of training “Pedagogical Education” is preserved.

To study the modality of students' motivation for continuing education, a number of indicators characterizing the respondents' motivation as positive were evaluated. These are indicators such as a meaningful characteristic of student motivation (represented by cognitive, professional, etc. motives); the focus of motivation (on the content of training, on methods of learning, etc.); the positive attitude to educational activities; the expressed subjective position of the student in educational activities; sustainability of motivation for various external and internal adverse factors. The total assessment of these indicators characterizes a high, medium, or low level of positive student's motivation for continuing education. Students of the specialty “Pedagogy and Psychology of Deviant Behavior” and the profile “Preschool and Further Education” participated in the study in the amount of 48 people (in the 1st year) and 42 people (in the 4th year) who studied from 2014 to 2018.

3. Results

An analysis of students' answers about the motives for their choice of educational programs for master's programs in the direction of "Pedagogical Education" revealed the following results of the frequency of assigning ranks to possible variants of motives (Table 1).

TABLE 1. HIERARCHY OF RESPONDENTS' MOTIVES WHEN CHOOSING A MASTER'S TRAINING PROGRAM

| Rank number | Motive for choosing to continue studies | % of total responses |
|-------------|---|----------------------|
| 1 | The quality of education | 70 |
| 2 | Self-development opportunity | 62.2 |
| 3 | Free education | 41.1 |
| 3 | Kudos to a future profession | 41.1 |
| 4 | The ability to do research | 11.1 |
| 5 | Low cost of training | 10 |
| 6 | Ease of receipt | 7.7 |
| 7 | University prestige | 6.6 |
| 8 | Other | 5.5 |
| 9 | Difficult to answer | 0 |

The results of a quality express survey show that undergraduate students consider the quality of education (70% of answers) and the possibility of self-development (more than 60% of responses) to be the most significant when choosing a master's program for continuing education. The motivation of most students to pursue professional education meets the requirements of the state order for quality education. It indicates the readiness of a significant part of students for continuing education. Accessibility of education (free education) (more than 40% of answers) and prestige of the future profession (also, more than 40% of responses) take the third place in importance for undergraduate graduates in continuing education at the level of master's training. For a significant part of students, the decision to continue their education and increase the level of their professional training is determined by the factor of its availability, i.e., the availability of budget places for training according to the program, the prestige of the profession and the attitude to the representatives of the chosen profession in society.

The results of studying the modality of motivating students to lifelong education show positive dynamics in the level of manifestation of positive motivation to continue professional education and self-improvement in the pedagogical profession (Table 2).

TABLE 2. DYNAMICS IN THE FORMATION OF POSITIVE MOTIVATION TO CONTINUOUS EDUCATION IN FUTURE TEACHERS

| Levels of positive motivation for continuing education | Number of students in the 1st year, in % | Number of students in the 4th year, in % |
|--|--|--|
| High | 8.3 | 47.6 |
| Average | 31.3 | 42.9 |
| Low | 60.4 | 9.5 |

The data obtained show that at the beginning of training at a university, students are mainly configured to receive the first level of teacher education (undergraduate). Only a third of first-year students have an average level of positive motivation to continue professional teacher education (31.3% of respondents). The first-year freshmen expressed a low level of motivation for continuing teacher education (8.3% of respondents). However, in the process of teaching at a pedagogical university, students change their attitude towards continuing education and self-improvement in the pedagogical profession. Among graduates of undergraduate and undergraduate specialties, the number of students with positive motivation for lifelong education is significantly increasing. An approximately equal number of students have high (47.6%) and medium (42.9%) levels of positive motivation.

4. Discussion

The study found that the nature of motivation for learning does not remain unchanged at various levels of vocational education. The motivation for studying at the undergraduate degree can differ significantly from the motivation for continuing professional education of the same student at the stage of masters and postgraduate studies. The dynamics of the content characteristics and the emotional component of motivation to continue education can be positive under certain organizational and pedagogical conditions for the implementation of the process of professional education at a university. The identification of such organizational and pedagogical conditions is the subject of a special study and requires its decision.

The results of the study confirm our assumption that under certain organizational and pedagogical conditions, studying at a university can contribute to the formation of positive motivation for continuing education among students. These conditions include the following: inclusion and discussion with students of information on the importance of the profession of a teacher and his pedagogical activity for future generations; conducting specially designed courses “Fundamentals of self-organization of professional activity of a teacher / educator,” “Psychology of professional and personal growth,” etc.; studying modern perspectives of basic psychological and pedagogical disciplines, such as positive psychology and positive pedagogy; providing the student with the opportunity to build an individual educational route (elective courses, individual curriculum, etc.); application of creative and research teaching technologies in the learning process to ensure self-realization and development of students’ personality [13]; positive interactions of students and teachers in the educational process, etc.

It is no coincidence that the characteristics of the prestige of pedagogical professions occupy the third position in the rank of motives for the choice of master's programs in teacher training. Today, the problem of the prestige of the teaching profession has a certain acuteness. Today, understanding the importance of the activities of educators for the development of the country and the fate of the nation, supporting the prestige of the teaching professions, are identified as an important task of the national educational policy. We believe that solving the problem requires to do a number of steps. The content of master’s programs in teacher education should include material that provides students with the readiness and skills of self-development, professional development, revealing possible career prospects for teachers.

The free answers of the respondents, indicated among the possible “other” motives for choosing to continue their education, are of some interest. In particular, it is essential for students who works with them in the learning process, how interesting it is to study, the possibility of living in a dormitory, and the ability to combine work and study in a master's program. These answers also show how to improve continuing education in the direction of ensuring organizational and pedagogical conditions that meet the expectations of future educators.

5. Conclusion

The study found that the modality of students' motivation for continuing pedagogical education undergoes significant changes in the learning process at the university. First-year students do not have a pronounced positive motivation to continue their education. However, by the time of graduation at the undergraduate level, most students have a high or medium level of positive motivation for continuing education and improvement in professional activity.

The positive motivation of students to continuing pedagogical education is a progressive education, a system of processes that encourage the continuation of professional training. The motivation for the choice of master programs by modern students is characterized by the following features: a positive emotional component; expressed professional motives; a focus on creativity in the profession, formed by the subjective position in training; stability of the positive modality even with adverse external or internal factors. At the same time, the necessary organizational and pedagogical conditions for the formation of positive motivation of students to lifelong education in the process of learning at a university need to be defined, specified, and justified.

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