



# INFLUENCE OF GROUP CLOSELY ON THE STABILITY OF PROFESSIONAL MOTIVATION IN STUDENTS

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## ANNOTATION

*Motivation is a common name for the processes, methods, and means of encouraging students to engage in cognitive activity and actively master the content of education. Motivation is based on motives, which mean specific motivations, incentives that make a person act and perform actions. As motives, emotions and aspirations, interests and needs, ideals and attitudes can act in conjunction. Therefore, motives are complex dynamic systems in which choice and decision-making, analysis and evaluation of choice are carried out. Motivation for students is the most effective way to improve the learning process. Motives are the driving forces of the learning process and assimilation of the material.*

**KEY WORDS:** *motivation, group closely, stability, professional motivation, pedagogical skill, education.*

## DISCUSSION

Motivation for learning is a rather complex and ambiguous process of changing the attitude of a person, both to a particular subject of study and to the entire educational process. The motives or, in other words, the reasons that stimulate a person and encourage him to be active, in this case - to learn can be very different. Changes taking place in various spheres of human activity put forward more and more new requirements for the organization and quality of professional education. A modern graduate of a professional educational institution should not only possess special knowledge, skills and abilities, but also feel the need for achievements and success; know that he will be in demand in the labor market. It is necessary to instill in students of professional educational institutions an interest in the accumulation of knowledge, independent activity and continuous self-education. To achieve these goals, students must be motivated to learn.

Motivation is the main driving force in human behavior and activity, including in the process of forming a future professional. Therefore, the issue of incentives and motives for students' educational and professional activities becomes particularly important.

Motives is a mobile system that can be influenced. Even if the choice of the future

profession was not made by the student completely independently and not consciously enough, then, purposefully forming a stable system of motives for activity, it is possible to help the future specialist in professional adaptation and professional development. A thorough study of the motives for choosing a future profession will make it possible to correct the motives of teaching and influence the professional development of students. The effectiveness of the educational process is directly related to how high the motivation and incentive to master the future profession is. There are the following classification of students' learning motivation:

- cognitive motives (acquiring new knowledge and becoming more erudite);
- broad social motives (implies duty, responsibility, understanding of the social significance of the teaching, to benefit society);
- expressed in the desire of the individual to assert himself in society, to assert his social status through the teaching;
- pragmatic motives (to have a higher salary, to receive a decent reward for their work);
- professional and value motives (expanding opportunities to get a promising and interesting job);
- aesthetic motives (getting pleasure from learning, revealing your hidden abilities and talents);



- status-positional motives (the desire to establish oneself in society through teaching or social activities, to gain recognition from others, to occupy a certain position);

- communicative motives (expanding the circle of communication by increasing your intellectual level and making new acquaintances);

- traditional-historical motives (established stereotypes that have emerged in society and strengthened over time);

- utilitarian and practical motives (mercantile, learn self-education, the desire to learn a particular subject of interest);

- educational and cognitive motives (orientation to ways of obtaining knowledge, mastering specific academic subjects) - motives of social and personal prestige (to assert oneself and take a certain position in society and in a certain immediate social environment in the future);

- unconscious motives (getting education not on their own, but on the influence of someone, based on a complete lack of understanding of the meaning of the information received and a complete lack of interest in the cognitive process).

These motivations can merge to form a common motivation for learning. Dale Carnegie states: "... there is only one way in the world to get people to do something - to make a person want to do it." In order for a student to really get involved in the work, it is necessary that the tasks that are set before him in the course of educational activities are not only understandable, but also internally accepted by him, i.e. that they acquire significance for the student. Since the true source of a person's motivation is in himself, it is necessary that he himself wanted to do something and did it. Therefore, the main motive of the teaching is the internal motive force. Eastern wisdom says: "And one person can lead a horse to water, but even a hundred can not make it drink water."... So the student can be forced to sit in class, but it is impossible to forcibly teach something and develop his abilities. The horse drinks water when he wants to drink, and the student learns when he wants to learn. The student will want and will study himself only when this activity will be interesting and attractive to him. He needs motives for cognitive activity.

Students of professional educational institutions learn much more about their chosen profession during practical training, performing laboratory and practical work. They see an incentive, motivation for further theoretical training, realizing that they can apply their knowledge in practice.

Motivation of learning - means of encouraging the student to productive cognitive activity, active development of the content of education. A motive is a student's focus on certain aspects of academic work, related to the student's internal attitude to it and

attitude to the subject of his activity. In the system of educational motives, external and internal motives are intertwined. Internal motives include such as proper development in the process of learning; it is necessary that the trainee himself wants to do something and does it, because the true source of a person is in himself.

External motives come from parents, teachers, the group in which the student is studying, the environment or society - in the form of hints, instructions, hints, prodding, demands, compulsions, i.e. it is learning as a forced behavior and often meets internal resistance of the individual. That is why the decisive importance is attached not to the motives of teaching - external pressure, but to the motives of teaching - internal motivating forces. These motives may have different power of influence on the nature and results of the educational process. The most pronounced external moments in the motives of studying for the sake of material reward and avoiding failure. The educational process is a complex type of activity, there are many motives for learning, and they can manifest themselves not only separately in each person, but also merge into a single whole, forming complex motivational systems. How to increase students' motivation? Let's look at some ways to increase motivation among students of professional educational institutions. The process of motivating students by the teacher. A student is not a schoolboy who can say "it's necessary", the student needs to explain how the knowledge will be useful to him in the future. And if the teacher answers in the spirit of "it will be useful in life", then the student loses interest.

A student comes to a professional educational institution not only for knowledge, but also (to a greater extent) to become a good specialist in their field. Therefore, the teacher must be able to prove to students that his subject will really be useful in their future activities.

Stimulation for the result, not for the evaluation. The student should not only be interested in the subject, but also open up opportunities for practical use of knowledge. To do this, you can conduct integrated lessons (seminars), which trace the connection between educational and special subjects. Here, cognitive motives are widely used, which manifest themselves as an orientation towards erudition.

The student-teacher link. It is very important for the student that the teacher is his mentor, so that he can ask for help during the educational process, discuss the issues that concern him (even if they are remotely related to the topic of the lesson). The teacher should use an effective form of motivation to strengthen the student's self-confidence. The more students are trusted, the more willing they are to cooperate with the teacher in the learning process.



Respect for students. You can create situations for them in the classroom in which they can defend their opinion, take part in discussions, find several possible solutions to the problem, solve them through the integrated application of known solutions, and so on. Use the carrot and stick method. An effective tool for increasing the motivation of students' learning activities and their independence is the introduction of a rating system of assessment. Knowledge is evaluated in points that are collected during the entire period of training in a particular subject for different types of successfully completed work (both independent and practical, and classroom).

At the beginning of the semester to identify extended opportunities for students to make the student aware of and understood that his absence from a lecture or practical class is minus a certain point, and the preparation of the report, the conference presentation, preparation of presentation etc. - plus so many points. As a result, the student will be motivated by specific bonuses and preferences on the exam and will treat the educational process with more responsibility.

Motivation by personal example. The student's interest in the subject is determined not only by the professional presentation of the educational material, but also by the personal qualities of the teacher. A teacher who is friendly to others, is not late, seriously and responsibly performs his work, checks the control, independent and practical work of students on time, is appreciated by them.

Keeping your promises. You can't cheat students. If you promised a fascinating tour or an interesting test, competition or watch a movie, then do not deviate from your goals. Formation of a positive attitude to the profession. It is necessary to encourage and approve the choice of profession of students, to focus on important professional competencies and specific issues. The teacher himself needs to respect the various professions in which students of an educational institution study. Friendly, calm tone, positive, friendly attitude, the key to effective work.

Intonation should be enough to highlight the important thing, make an accent, make you think. If there are controversial moments among representatives of various professions, the teacher-mentor should be able to explain and convince everyone of the need and importance of their specialty. We all know from childhood that "all professions are necessary, all professions are important." Providing maximum freedom of choice to students. In the educational institution there are days of self-government, which motivate students to independent activities. Invite students to develop criteria and a form of assessment of their knowledge, a form of individual independent work, a topic of the report or a variant of the task, and review the answers

of their classmates. Each person wants to be involved in some process, to realize that his point of view is taken into account-this increases motivation.

Approve students' progress, demonstrate their achievements (for example, for good or excellent performance of work). Public praise, especially with a description of the merits and distinctive features, adds to the student's self-confidence, increases his internal motivation and desire to achieve a similar result again. Interest in students' personal experience in professional activities and their personal opinion on any issues.

The teacher's interest in students can be mutual. Joint discussion of various issues, solution of problems, organization of discussions and disputes, consideration of various situational problems are important methods not only for organizing the educational process, but also for establishing high-quality interaction between the teacher and the student.

Teachers of professional educational institutions currently face the task of creating such conditions under which students in a short time could learn the maximum possible amount of knowledge, along with the acquisition of skills for their creative application in practice. The main task of a professional educational institution is to stimulate the interests of learning in such a way that the goal of students is not just to obtain a diploma, but a diploma that is supported by strong and stable knowledge based on practice.

Motivating students is one of the most effective ways to improve the learning process and outcomes, and motivations are the driving force behind learning and learning. In our XXI century, access to information does not cause any difficulties, there is a question of how to motivate students of professional institutions to constantly study materials and assimilate the necessary and useful knowledge. A special role for the emergence of motivation is the awakening of interest in the chosen profession, the branch of its research. The responsibility for motivating students to learn and improving it belongs not only to teachers and the family, but also to society. After all, it is young intelligent people who are the basis for the stable development of our country, the main driving force in this unstable world.

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