

Formation of positive motivation in the independent work of students in their pedagogical preparation

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ABSTRACT: *The independent work of the students becomes one of the biggest reserves for increasing the efficiency of the training of young specialists at the university. The problem regarding effective motivated independent activity is especially relevant. In the conducted research we analyze the components of the motivational sphere of the students in their pedagogical training in order to clarify its connection with the independent work. The regularities in organizing the independent work of the students are revealed.*

KEYWORDS: *positive motivation, motivational sphere, independent work, pedagogical preparation*

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I. INTRODUCTION

The task of those working in the field of higher education is to strive to increase the competitiveness of students during their studies. Encouraging students to actively learn would lead to higher results. Positive relationships and positive attitudes lead to intellectual satisfaction for both parties in the educational process.

In pedagogy and psychology there is no single theory of the motivational sphere of personality. Many issues of modern science and practice are related to the successful realization of personal abilities of students. There is a close connection between mastering the peculiarities of the profession and the structural components of the motivational sphere in the process of training in the chosen specialty. The need for independent creative activity consciously ignores some of the features and selectively focuses on others. Theoretical knowledge in psychological and pedagogical disciplines is the basis needed to upgrade the organization of independent work of students. Pedagogical practice is the time and place when and where a positive motivation for practical pedagogical activity is built, habits for it are formed, etc.

The study of literature sources shows that the creation of lasting positive motivation for self-acquisition of knowledge and skills during the period of study of students is not sufficiently considered. The issues for formation of positive motivation for independent activity, the conditions and the organization of systematic cognitive independent work of the future specialists are insufficiently studied. At the same time, the problem of effective motivated independent activity is particularly relevant.

Properly organized independent work of students has educational and professional success, which is determined mainly by the degree of preparation. In its essence, independent work presupposes maximum activity in various aspects: organization of mental work, search for information, attempt to turn knowledge into skills. Psychological prerequisites for the development of students' independence are in their academic success, positive attitude to learning, interest and enthusiasm. Good organization of independent work implies the acquired knowledge and skills to become a creative activity. The level and quality of organization of students' independent work depends on many factors, starting with their interests and abilities, the personality of the teachers and ending with the objective moments - the organization of the learning process. In addition, cognitive independence is determined by the level of development of scientific methods and techniques of knowledge.

II. METHODOLOGY

In the conducted research we analyze the components of the motivational sphere of the students in their pedagogical training in order to clarify its connection with the independent work. 36 students from TU-Sofia, IPF-Sliven from all courses participate.

The conducted pedagogical research aims to reveal the regularities in organizing the independent work of the students. As a result, the components that make up the process of organizing the independent work of students in their pedagogical preparation were identified. They are the following: organization of the training process; research activity; pedagogical practice of students; acquired theoretical knowledge in psychological and pedagogical disciplines; control of independent work; stimulation; personal qualities of students (self-assessment).

III. DISCUSSION

In the organization of independent work of students it is especially important to determine the scope and structure of the task, as well as providing the necessary methodological support. The latter, as a rule, includes a program of activities (observation, study of primary sources, etc.), variable similar tasks and challenges, innovative individual tasks for each student and tools.

The analysis of literature sources on the problem allowed to identify the following factors influencing the positive motivation of students in their pedagogical preparation (Table 1)

<i>Factors</i>	<i>Contents</i>
<i>Educational</i>	<ul style="list-style-type: none"> ➤ acquisition of theoretical and practical knowledge necessary for pedagogical realization; ➤ mastering theories, facts, principles and methods of pedagogy;
<i>Professional</i>	<ul style="list-style-type: none"> ➤ attitude towards the pedagogical profession; ➤ interest in what is being studied; ➤ value orientation; ➤ striving for success;
<i>Social</i>	<ul style="list-style-type: none"> ➤ social status of students; ➤ mass media (media, Internet); ➤ influence of the family in professional choice;
<i>Organizational</i>	<ul style="list-style-type: none"> ➤ forms, methods and work with students in classroom and extracurricular employment; ➤ distribution of time;
<i>Psychologically</i>	<ul style="list-style-type: none"> ➤ psychological individual features; ➤ age differences;
<i>Communicative</i>	<ul style="list-style-type: none"> ➤ pedagogical interaction and attitude (teacher-student); ➤ interpersonal relationships (student-student).

Table 1: Factors influencing the development of positive motivation in pedagogical training of students

The attitude to independent work is established on three levels. For this purpose, a study was conducted, including: survey and expert evaluation.

First level (low) is characterized by a lack of cognitive interest or interest. Here a negative attitude towards training and a very low level of activity prevail. For most first-level students, the ability to set goals is not developed. Low social and cognitive motives dominate.

Second level (intermediate) also has low social, learning and cognitive motives.

Third level (high) is characterized by a pronounced professional orientation, social cooperation, interaction with others, the need for the acquired knowledge to serve for future professional activity. Developed social and cognitive motives, characterized by satisfaction with the results. Existence of interest in joint activity, independence. Students set socially significant goals and take responsibility for implementation.

To determine the current state of motivation for independent work, a survey was conducted and questionnaires were developed.

In accordance with the factors influencing the motivation, the leading motives in training students were determined and experimentally substantiated on the basis of: survey; Expert evaluation. Motivation for learning activities to be concretized and transformed into educational, motivating technology that will facilitate the process of organizing independent work

This will raise the quality of education and will achieve higher cognitive results than students. With a good knowledge of the interests, needs, goals and behavior of students, according to Opdenakker M., Maulana R. they can be directed and stimulated for active independent learning activities.

An important issue in training is the measurement of qualitative and quantitative indicators of the educational process. Quality is the space where the social interests and needs of society, the university and the students intersect. It integrates the set goals, invested material, intellectual, time, financial and information resources.

The problem of activating and developing the motivation for learning in students outlines the framework of the concept and directions of our research.

The motivational sphere includes the hierarchy and structure of the motives, their subordination, their relation and correlation with the needs, the change in their dominant function, in relation to the behavior and the activities. Figure 2 shows the dynamics of the structural motivational sphere according to EA Larina [2]

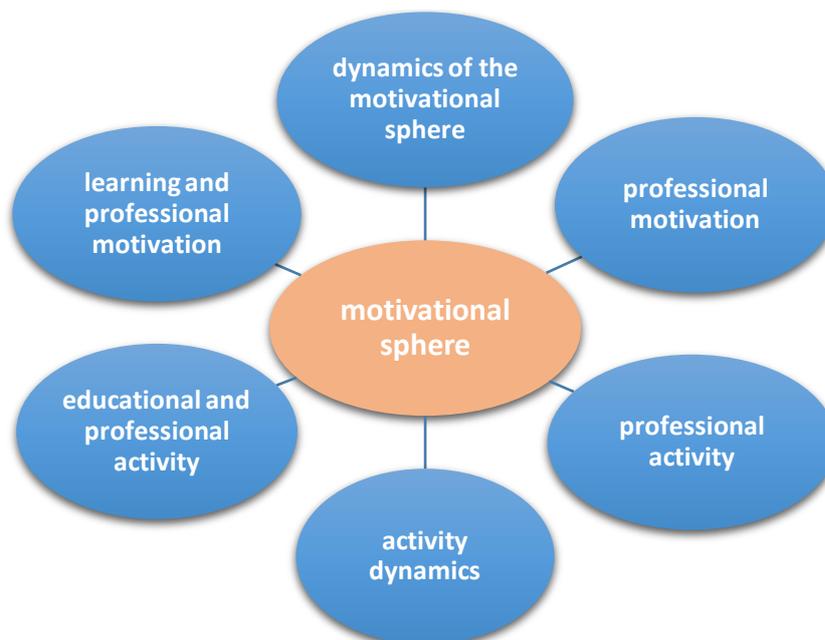


Table 2: *Structure of the motivational sphere of students*

The groups of categories influencing motivation are both educational and social and economic. Training constantly needs innovative approaches, as the factors that play a role in the formation of professional motivation are constantly changing. This is a complex process, which, in addition to a positive attitude towards learning, also aims at restructuring the individual aspects of the motivational sphere. [3]

In the course of their studies at IPF-Sliven, students should be aware that the work of the teacher is carried out in conditions of high social, professional, moral and psychological requirements. Teachers are subjected to high intellectual, psycho-emotional and even physical stress. The motivation of students who have chosen the pedagogical field must be high.

Good preparation of students cannot be achieved without forming in them a conscious attitude to learning, which psychologically means to build positive motives for learning. Once formed, these motives themselves will become an effective factor in improving the quality of education, especially for the acquisition of knowledge and awareness in learning. Motivation implies the involvement of students in academic activities. The characteristics of the motives are: level of awareness, stability, degree of distribution, determination of the dominant motive.

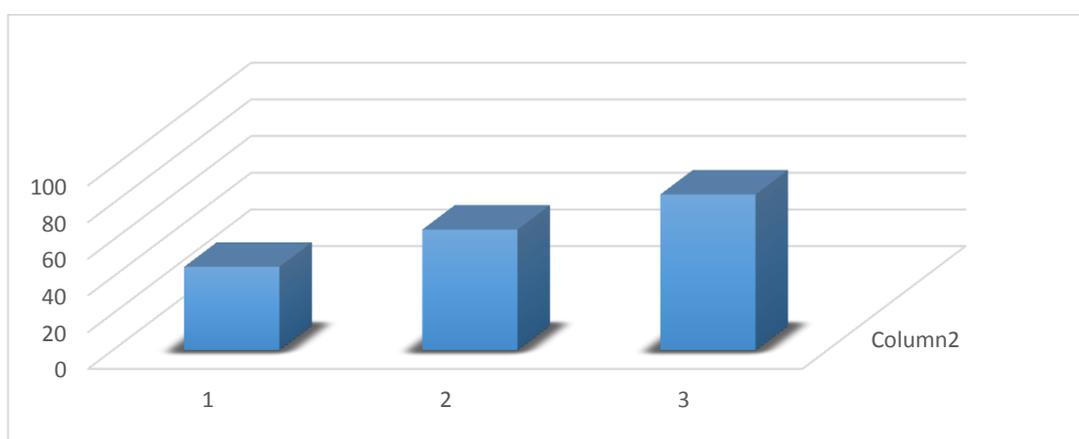


Table 3: *"Are students able to work independently?"*

In the course of the research, the answer to the following question is sought: "Are students able to work independently?" The survey was conducted with first-year students. The results obtained show the following (table 3):

- 1 - cannot organize their independent work - 45.5%
- 2- do not know how to allocate their time-65.8%

3- consider that no time-85 distribution can be made%.

The results exceeded 100% because the respondents had the right to indicate more than one answer. Therefore, it can be concluded that first-year students do not have the psychological readiness to work independently. They do not have the skills to perform an independent task on a project. If we add the insufficient level of cognitive interest in the various disciplines, it becomes clear that there is room for serious work in this regard.

In summary, we can say that students have a desire for independent activity, but the problem is insufficient skills and activity, self-awareness, self-discipline, ineffective activities, methods, irrational allocation of time and last but not least - inadequate self-assessment of results. Motivation must not only be stimulated, but also constantly maintained throughout the learning process.

IV. CONCLUSION

Guidelines for increasing motivation:

- Among the external factors influencing motivation are the internal ones, which are inherent in every person as a pursuit of achievement. Taken together, they lead to personal success and to personal and professional development.

- In order to acquire good practical knowledge and skills it is necessary to increase the share of practice during training.

- To encourage faith in one's own abilities, students should be given the opportunity to exercise control over how they learn. In this way, they will take greater responsibility for their own learning and will participate more fully in the learning process. In such an environment, they are more likely to develop and demonstrate their leadership qualities, so necessary for future professional realization.

According to the new educational paradigm, regardless of the specialty and the nature of the work, every professional must have fundamental knowledge, professional skills and abilities, creative experience in research to meet new challenges, social and evaluation activities. The last two components are formed in the process of independent work of students.

The independent work of the students becomes one of the biggest reserves for increasing the efficiency of the training of young specialists at the university. It is performed by students in different aspects of the learning process: acquiring new knowledge, their consolidation, repetition and review.

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