Research of formation features of the system of value personality orientations in the learning process and its impact on motivation professional choice

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Abstract- The purpose of the research is to examine psychological determinants of the formation and development of pedagogical activity motivation. The relevance of the research determined that the integration of Kazakhstan into the global system of higher education, the modernization different fields of education and socioeconomic changes in society place new demands on higher education, the quality of training, involving a rethinking the main directions of vocational training of pedagogical staff. In the conditions of modern society updating, a shift in the values there is a need for the teacher to consistently and fully implement social and professional effects of education, able to educate a generation ready to free choice, creativity and self-realization. The research of psychological bases of formation and development of professional pedagogical activity motivation is currently the most urgent direction of psycho-pedagogical research, as the knowledge and understanding of motivational sphere of any specialist allows developing his professional identity.

Keywords: Teaching activities, values, motives, personality, learning process, motivation, professional choice

I. INTRODUCTION

In the process of the teacher professionalization in his motivational sphere changing in ways that lead not only to improvement of pedagogical skills, but also to significant personal growth. The problem of formation and development of pedagogical activity motivation has important theoretical and practical significance, since its solution depends the efficiency of the whole system of education (Lekerova et al., 2017). The problematic aspect of the research motivational sphere of personality is that still the question of psychological nature of this phenomenon remains one of the most debatable and requires a deep theoretical and methodological research. The lack of sufficiently developed unified theory of the personality motivational sphere doesn't allow to answer many of the psycho-pedagogical queries relating to the successful implementation potential possibilities of students, ensuring quality of modern specialist's training, adaptation, and identity in conditions of social instability (Lekerova et al., 2016).

Objectives. The purpose of the research is to examine psychological determinants of the formation and development of pedagogical activity motivation. The research of psychological bases of formation and development of professional pedagogical activity motivation is currently the most urgent direction of psycho-pedagogical research, as the knowledge and understanding of motivational sphere of any specialist allows developing his professional identity, both at the stage of choice of occupation, and in the process of improving it as a professional.

II. METHODS

Research methods are selected on the basis of its theoretical and methodological foundations, with consideration of the subject's peculiarities, hypotheses and objectives. There were applied methods of the scientific literature's analysis and analysis of experiment results (the main method of this research) (Lekerova, Issabaeva, &Nurbekova, 2014a). At various stages of the research used the methods of gathering actual material and its treatment, psycho-diagnostic methods, including tests, personal monitoring study. In the framework of the experimental-empirical research used a range of complementary methods to study the problem of theoretical generalization, empirical methods - external

and participant observation, self-observation, oral questioning, and methods of mathematical statistics (Lekerova, Issabaeva, &Nurbekova, 2014b).

III. RESULTS

Scientific novelty of the research lies in the fact that for the first time in educational psychology at the experimental - psychological basis developed a system of productive learning students that can greatly increase the effectiveness of training based on motivational processes in the education system. Realized in the work the conceptual scheme of the research motivational sphere of the individual in the learning process is unique, both in domestic and in foreign pedagogic psychology. The novelty of the work takes on a systematic character thanks to the rationale for the new approach to the study the problems of the motivational sphere of the personality, considered as a complex psychological education, which is a hierarchical, dynamic system (Lekerova, 2015a). The level of development motivational personality's sphere of a future teacher depends on generated conceptual structures in the context of dialogic, awareness of their own subject reflexive attitude's sense, subjective activity and subjective relations that determine the effectiveness of educational activities. The results obtained in the research can be used in the development the concept of personality in the process of its formation in general, age and pedagogical psychology (Lekerova, 2015b).

IV. DISCUSSION AND CONCLUSIONS

In applied psychology the influence motivation on the level of professional competence is regarded as from the point of measuring the effects' view of those or other motives in the process of achieving professional results and regulatory functions of the motifs in the formation a specified level of professional competence (Lekerova, 2015c).

Thus, the efficiency of pedagogical activity, its comfortable feeling as the subject of labor is possible if the formation of professionally important qualities will be carried out in the period of students' training taking into account the influence the determinants of professional self-determination. Generalization of results problem of theoretical analysis the allowed us to formulate a general hypothesis of the study consisting in the assumption that the motivation of pedagogic activity is a complex system education, manifesting itself in different ways novice and experienced teachers, and depending on the technology of educational process's organization in conditions of university and postgraduate training of specialists (Lekerova, Isabaeva, &Erepbaev, 2018).

To verify the assumption that the peculiarities of the value orientations of personality's system in the process of learning may be due to the motivation of profession's choice, we conducted a special research. The research involved 120 students-future teachers of the first course. Identifying with a questionnaire leading motives of professional choice was the basis for dividing the entire sample of students into groups which differ significantly in the generalized variants of personal and professional self-determination (Lekerova et al., 2017). Differences in the professional choices' motivation allow you to select groups of students with different orientation of professional identity. Thus, the second hypothesis is that the peculiarities of the value orientations of personality's system in the process of learning may be due to the professional choices' motivation, is confirmed (Lekerova et al., 2016). Consider the results of researching the peculiarities of students' motivation the first and final courses of teacher training institutions was carried out using the questionnaire Rogova for the assessment of direct and indirect motives and methods of Zamfir in modification by Rean to assess the motivation of professional pedagogical activity (Muminova, Lekerova, &Nurbekova, 2018).

The results of a comparative cognitive motives' study and motives of personal development (the desire for creative research activities, the process of solving cognitive tasks, self-education, orientation to new knowledge, the need for constant intellectual and spiritual growth, desire to expand horizons and erudition, the desire to improve their General cultural level) are presented in the table. The results of the social motives' research (consciousness of the higher education's necessity, the prestige of higher education, and the desire to become a productive member of society, duty and responsibility social identification: occupy a certain position in the group, the approval of teachers), achievement motives (to better prepare for professional activity and to obtain high-paying jobs) are systematized in Table 1 (Deci & Ryan, 1985).

Table 1.Cognitive motives and motives of personal development (in % to number interrogated)

№	Motives	1 course	5 course	The criterion of the difference t	The level of significance p
1	Consciousness of the need for higher education	41	51	2.86	p<0.01
2	The process of solving cognitive tasks	3	8	3.04	p<0.01
3	Self-education	19	25	2.01	p<0.05
4	Orientation to new knowledge	15	21	2.17	p<0.05
5	The need for constant intellectual and spiritual growth	21	23	0.67	minor
6	The desire to expand my horizons and erudition	31	34	0.89	minor
7	Aspiration to raise the cultural level	7	8	0.53	minor
8	Prestige of higher education	7	5	1.17	minor
9	Desire to become a full member of society	6	9	1.58	minor
10	Debt, responsibility	10	4	2.33	p<0.05
11	Desire to occupy a certain position in a group	0	0		minor
12	Teacher approval	0	0		minor
13	It is better to prepare for professional activities	32	39	2.03	p<0.05
14	Get a high-paying job	38	46	2.25	p<0.05

From the obtained results it follows that in the unit direct the most important motives are the motives of personal development, with the greatest weight have such as: "the desire to broaden knowledge and need for constant intellectual growth," but it may be noted that these motives of first-year students do not differ significantly from the motives of students of the senior class (Dweck, 1999). In the group of cognitive motives, the greatest weight is based on "self" and "focus on new knowledge". Moreover, given the predominance of particular importance to the freshmen and fifth-year students of the motives of "desire to broaden knowledge and need for constant intellectual growth" combined with the importance for the explanation of "self" and "focus on new knowledge", it should be noted that, students of different learning time aware of the need to learn throughout life (Goleman, 1995). The given data testify that from the whole group of social motives students of different terms of research differ only in terms of the motive "consciousness of the need for higher education" and the motive "duty and responsibility". Apparently, the students of the graduate course have a clearer idea that at the present time specialists with higher education who own new information technologies are in demand. Other social motives (the prestige of higher education, the desire to become a full member of society) in the prevalence of first-year students do not differ from the final year students. The results of the research show that the motives of social identity (the desire to occupy a certain position in the group, the approval of teachers) do not matter for motivating students' learning activities. The results of the comparative study are presented in Table 2. According to the data, it is clear that there are no significant differences in internal motivation between the students of both courses (Gordeeva, Manuchina, &Shatalova, 2002).

Table 2.Results of a comparative analysis of the motivational characteristics of students of different terms of study

№	Indicator	1 course	5 course	The criterion of the difference t	The level of significance p
1	Internalmotivation	3.8	4.1	1.43	minor
2	External positive motivation	2.6	3.4	2.31	p<0.05
3	External negative motivation	3.1	2.3	2.28	p<0.05

From obtained results follows that the structure of students' motivation for both courses is dominated by intrinsic motivation and in the second position among the students of the senior class is the external positive motivation, and first-year students - external negative motivation (Sternberg, 1999). Thus, the results of the study confirm the third private the hypothesis that the motivational structure of the undergraduate course differs from the motivational structure of first-year students and has a positive influence on creative, active life and on the performance of academic work. Our study showed that in the

process of training in pedagogical universities operates mainly extrinsic motivation, but not ignored, and internal. Overall, the study resulted in the following conclusion: the complex direct and indirect motive of final year students in comparison with the motives of first-year students has the greatest breadth and coherence (Horner, 1972).

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