Motivation-Value Component of First- Year Student's Subjectivity

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Abstract. This article discusses one of the main components of subjectivity of a university student. According to the research, that is a motivation-value one. It presupposes the presence of a sustain motivation of the subject, leading to active educational and cognitive activity with elements of creativity. On the condition of cognitive activity based on the true interest students can get new knowledge and professional interest. Thus, we distinguish the following criteria of this component: awareness in the choice of profession, interest in educational and cognitive activity, stable professional motivation, aspiration for creative, professional self-realization. It has a pronounced focus on professional and personal development. The article reveals the problem of cognitive and professional motivation of first-year students, as well as ways of their development. Particular attention is paid to a pedagogical interaction process that is based on pedagogical support (facilitation) and is aimed at revealing and realizing the student's personal potential, expanding his/her cognitive and professional interests and needs.

1 Introduction

Modern higher education is characterized by the development and formation of a new humanistic paradigm in philosophy and theory of education. The humanistic direction increasingly acquires priority, reflecting philosophical views of society with the core element – a human being. The development of a person as a subject of activity has become one of the main goals of modern education, where, with the academic staff, the learner plays an important role, which is viewed not as an object of instruction, but as a full participant (subject of the educational process).

The scientific novelty of the presented research is revealing a direct interrelation between the success of the student-cognitive and profession-directed activities. Student's insights into profession at the initial stage of university education, an analysis of the influence of the ideas formation about future profession on motivation in learning, cognitive and profession-oriented activities of first-year students have been studied. The conditions for teaching process implementation are proposed; these contribute to:

• the formation of a student as a subject ,

• the emergence and development of internal and external motivation for the cognitive and professional activity of a first-year student

2 Subject, subjective position of a student

The analysis of works [1-5] devoted to this problem suggested that subject, relative to professional education, has a systemic quality-mastering a variety of new types and forms of activity and social relations. The subject has an individual complex of personality and psychological functions. They determine and reflect activity effectiveness and essential, integral characteristic - the general capacity for conscious, autonomous, purposeful, self-regulatory abilities and transform the basic properties in socially and professionally important qualities.

The subject position is a stable system of human attitude to reality with definite characteristics:

- activity, purposefulness, independence, self deter-mination, creativity, freedom of action in the practical transformation of his/her surrounding and inner world.

Since the subject position is an individual quality with special uniqueness and singularity in expression and manifestation, we believe that it will be possible only to fix a general trend in the direction of its development.

Thus, we believe that on the basis of all the above characteristics one can distinguish the following components of subjectivity:

• individual- consciousness;

• motivation- value;

• operation-activity.

These three components are in close interrelation. It can be argued that in the absence of any of them, subjectivity - as an integral quality either is absent or is at the stage of its origin [6]. The subject position, here, is

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considered as an active and conscious position towards the performed activity. Thus, considering a student as a subject within the framework of higher education, it can be assumed that this personal quality is the most important condition for the realization of a student as a responsible and competent active part of educational and professionally oriented activity. It is necessary to say that it is not possible to form a position; it is possible only to promote its development and try to create the necessary conditions using the best means.

3 Motivation-value component of student's subjectivity

The problem of motivation was considered by many researchers. However, the student's motivation at the initial stage of higher education is poorly studied and requires more thorough research. Namely, it is necessary to determine the methods of diagnosis, the approaches to learning and the conditions for the development of positive motivation for cognitive and professional activity within the entire space of a university and within a particular academic discipline.

An important task of the learning process is to gain motivated activity of the subject (student), since unmotivated activity is not effective, and, moreover, has no meaning. With the advent of motives a person acquires a desire for active and purposeful activity. Value motives activation will promote the acquisition of professional skills in autonomous activity, the manifestation of initiative. And, accordingly, the indicators of achievement and ability to work will increase. This is confirmed by the law of Yerkes-Dodson [7], which establishes the dependence of the effectiveness of activity on the strength of motivation, that is, the higher the force of motivation, the higher the result of the activity.

The data obtained in some studies show that high positive motivation can play the role of a compensatory factor in case of insufficiently developed special capacities or insufficient store of the required knowledge and skills.

No high level of ability can compensate for the absence or low educational motivation, and, therefore, will not lead to high results of educational activity.

The same idea was expressed by Rubinstein. He stated that the effectiveness of teaching can only be said if there is an interest in student's field of study and a kind of mental activity required by it (field of study); interest, supported by the correspondence of propensities to the studied subject or success in studying; indirect interest in the subject, due to the connection with future practical activities. Interest here is seen as a cognitive motive [4].

Referring to the development of the student's professional motivation, first of all, it is necessary to develop cognitive motivation. The dominance of professional motives in the motivational sphere of students cannot lead to high learning results. Cognitive motives can be considered the basis of professional. Based on a true interest in cognitive activity, knowledge

of the new, it is possible to develop and acquire a professional interest in education [1]; [2]; [8].

Thus, the stable motivation of a first-year student is a good way of successful inclusion in the educational environment of the university and training, the formation of the student as a professional and an active subject of educational activity. It requires timely monitoring and further creation of conditions for the emerging and enhancement of the cognitive and professional motivation level.

4 Methodology

The Method for Studying the Educational Activity Motives (modification of A.A. Rean, V.A. Yakunin) has been chosen to determine the level of the motivation-value component of the first-year students as subjects,.

The main motives are:
- to become a highly qualified specialist,
- to get a diploma,
- to continue making progress in subsequent courses education,
- to study successfully, to pass exams well or with distinction
- to get a scholarship,
- to acquire profound and lasting knowledge,
- to be prepared for the next classes ,
- do not neglect the subjects of the training cycle,
- to keep up with fellow students,
- to ensure success of future professional activity,
- to fulfill pedagogical requirements,
- to achieve the respect of teachers,
- to be a role model ,
- to win approval of parents and surroundings,
- to avoid blame and punishment for bad studying results,
- to get intellectual satisfaction.

The arithmetic mean value of the motive is calculated over the entire sample being surveyed and error (standard deviation) is determined.

Based on the results obtained in 2016 among the first-year students of the Irkutsk National Technical University of various specialties, it was concluded that among the freshmen the most significant motives (6 among 16) were ($p = 0.4$):
- getting a diploma - 95.8%;
- getting a permanent scholarship - 88.1%;
- successful continuation of subsequent courses education - 80%;
- the desire not to neglect the subjects of the training cycle - 71.4%;
- the desire to become highly qualified specialists - 66.1%;
- acquisition of profound and lasting knowledge - 55.5%.

The next stage in the study of the leading motives of the educational and professional activity of first-year students was to conduct a survey based on the of T.A. Ilyina methodology.

It includes three scales:

● acquisition of knowledge (desire to acquire knowledge, curiosity);

● profession mastering (desire to master professional knowledge and to acquire professionally important qualities);

● getting a diploma (the desire to get a diploma through formal learning, the desire to find shortcuts in passing exams and tests)

The processing is based on counting the "raw" points for each scale. Based on the results the conclusion that the external or internal motives of the educational and professional activity predominate is made.

The results are shown in Table 1

Table 1. Leading motives of the educational and professional activity of first-year students.

groups	Motives		
	Acquisition of knowledge (max= 12.6)	*Mastering the profes- sion (max= 10)*	*Getting a diploma (max= 10)*
1."builders"	6.4	4.2	7.5
2. "cybernetics"	4.2	6.8	7.1
3."oil industry workers "	6.1	7.6	8.2
4. "miners"	3.5	5.4	7.9
5. "architects"	8.6	7.5	7.1
average score	5.8	6.3	7.6

The availability of these data indicates the desire of more respondents to get a diploma and successful training in subsequent courses, rather than strive to become professional in their field and acquire profound knowledge. Hence, one can see the priority of the external motive "getting a diploma" over internal motives.

Then, in the conversation, the students explained that entering the university was an important and responsible step in their life. The fear of making the wrong choice, the uncertainty in their inner potential made them listen to the opinion of parents and peers, pay attention to other factors. Few of the freshmen, long before graduation, chose a profession, few came to the university on the "Open Day". As for the school career-oriented work, this kind of work was given an insignificant number of hours, so being at school the students relied on their own knowledge about the profession, on the comments of others, information in the media and television.

According to the results of the questionnaire "Your professional choice" with the main question "What or who influenced your choice of profession?" about 10% named a certain inclination and interest to the chosen specialty. The rest called the next reasons:

● prestige of the technical professions,
● parents' advice,
● status of the university,
● a large sports base,
● moderate tuition,
● friends' entry to the same university.

This may be due to the fact that freshmen were not ready to choose the right profile and their future specialty individually, which is why they face great difficulties adapting to new conditions and requirements of a new education system.

Perhaps, it is necessary to talk about a closer relationship between school and university. The problem of preparation for specialization of a future entrant is still acute at a high school stage. At this moment in Irkutsk schools, this form of education assumes mainly an in-depth study of some general educational subjects and additional elective courses. Professional consultations are for diagnostics, not developing. There is a lack of specialized core subjects in school curricula that would be compulsory for high school students-future graduates and help each student make an informed, autonomous choice.

In connection with the data obtained and the conclusions drawn, it is necessary to pay attention to the conditions that must be created in the higher education space in order to promote the development of educational motivation and professional one, that in our opinion are closely interrelated.

4 Conditions for motivation growth

Having diagnosed with the help of various methods, observations, conversations with first-year students, we found out that the prevailing majority of first-year students have an external motivation. In addition, as observation in the first days of studying and our pedagogical experience showed, freshmen are characterized by a state of anxiety caused by the unfamiliar circumstances. Other requirements and conditions, style of instructions, teachers and groups, all taken together, increase the anxiety, reticence, passivity of students.

4.1 Pedagogical facilitation

Humans live in changing situations which offer opportunities and risks. In the face of constant environmental change, people need to preserve their well-being; they need to adapt. Motivation supplies humans with the resources that help them survive in such cases. The state of motivation in response to a particular situation can be both positive and negative, affecting the way people adapt. For example, students controlled by instructors, administrators, and parents might feel incapable of inner motivation and give up easily when faced with learning challenges. In contrast, giving students more autonomy and freedom of choice yields more will to initiate inner motivations, set goals, and show more persistence towards difficult learning tasks [9].

A tutor during this period of training is the authority for the whole student's group, a link. If students trust and respect him/her, they feel more confident. If they are confident of themselves, then they are more open to dialogue, interaction with the tutor and with group mates.

Thus, the absence or presence of anxiety can affect the success of training. The state of anxiety does not contribute to the emergence of motivation and the formation of a subject position, on the contrary it hinders. It is during this period of training that the tutor needs to work on creating comfort, in cooperation with students. Drawing on practical experience, it can be argued that the following methods of pedagogical support will contribute to:

• refusal in   making evaluative and critical judgments,

• advantages discussion of one or another way of achieving a goal,

• attention to any methods that a learner chooses himself.

Therefore, a tutor needs to act as a facilitator - this, according to K. Rogers [10]; [11], one who promotes the personal formation of an individual, helps him in finding and creating favorable conditions for self-actualization. The facilitator does not form and alter the person under the initially given sample, does not invest any (from its point of view necessary) content in it, he/she only helps to develop what is already laid in it. At the same time, the learner is responsible for himself /herself and is fully capable of demonstrating this responsibility by managing his/her own activities, which leads to more positive behavior.

Assistance (facilitation) in the context of a humanistic approach is not a direct way to help an individual in solving any of his/her personal problems, but assistance in disclosing his/her own resources that can overcome any obstacles for personal growth. The facilitator proceeds from the premise that the potential of a person's healthy development, the sources of a positive change are always in the person himself /herself and are not the result of external impact, including education and upbringing.

So, the meaning of facilitation is to help an individual to release his/her own personal growth reserves. Effective facilitation allows a person to reduce the need for third-party assistance or even reject it. K. Rogers sees the source and driving forces of development and personal growth in the individual himself/herself.

Therefore, the main task of training is to help understand problems and to mobilize internal forces and opportunities for their solution and self-development.

4.2 Interactive means

The purpose of the interactive learning is to create the special conditions leading to the involvement of all students in the learning process when the participants can understand and realize everything that happens, influence each other and make their own contribution having established friendly and mutually supportive relationship [12].

Formation of a new level specialist, possessing creative abilities, critical thinking, and professional competence, able to develop and make decisions in an unstable rapidly changing situation, involves the use of

methods of activation and problem solving. These interactive methods allow future specialists to form certain models of scientific research, decision-making models that they can apply in future activities.

All these methods are successfully implemented in problem-solving education (PSE). The key concept of PSE is the "problem situation", which is created by the tutor for a training purpose. It includes a complex theoretical or practical question that requires study, development, research in combination with certain conditions and circumstances that create this or that situation.

The problem situation, as a rule, has two sides:

a) substantive - meaningful, connected with the extraction of a basic knowledge contradiction, lack of some essential information;

b) motivational, aimed at understanding the contradiction and awakening the desire to eliminate it, provided that students acquire some new knowledge.

The levels of PSE depend on the content of a training material (possibility of creating problem situations of varying difficulty degree) and the type of independent student actions.

On these grounds, experts distinguish four levels of PSE:

• the level that determines the reproductive activity;

• the level ensuring the application of previous knowledge in a new situation;

• reproductive-search level;

• creative level.

Thus, it can be said that this training contributes to the formation of students' own positions, the reflection of other points of view and the determination of their attitude to opposing worldviews, the discovery of the causes of the contradictions that have arisen, and also their solution.

So, the main methods of problem-solving education are based on researching and searching.

The most interesting and significant interactive problem-solving   methods are discussion method, project method, role-play with a problem focus. All of the above methods allow both teachers and students to show their creative potential, an active position in activity. The main condition for conducting education using these methods is a constant dialogical interaction between all subjects of the learning process, partnership cooperation, where a tutor-facilitator-partner supervises the learning process.

The application of the discussion method makes it possible to develop cognitive activity of students, their independence, form the culture of creative operational thinking, provide conditions for the use of personal life experience and acquired knowledge to get new ones. Since discussion and problem solving are implemented in the process of controlled group communication, participants develop the ability to act in the interests of a group, it leads to the respect for interlocutors and to team formation.

The role-play method is also based on the cognitive activity of learners, which can reflect the principle of problem solving and allows solving problem situations

of varying complexity. It can be used both independently and in the context of the project method, especially as a specific form of creating and presenting a project.

4.3 E-learning

Implementing PSE, teachers need to pay more attention not only to the methods used during classroom sessions, but also to self students-learning, which, most likely, will take them a lot of time in preparation. The introduction of new state educational standards led to the fact that much of the work on learning should be done as an off-site work.

Many authors believe the role and importance of self-learning increase sharply because of the conditions of the fundamental changes that are taking place in society and the system of higher education.

Analyzing our personal pedagogical experience, we can say that a productive, thoughtful, thorough off-site self-learning work is 90% success in achieving excellent studying results.

In order to achieve the optimal result in studying, with the shortage of classroom time, information and communication technologies (ICT) are actively used in Irkutsk National Research University. The teachers of foreign language are the first who began actively using e-learning.

On the basis of a universal platform "Moodle", electronic educational resources (EER) have been created, with the purpose to expand educational opportunities.

Moodle's distance education system was designed in accordance with the pedagogy of social constructivism, which includes joint work and active learning.

The educational content of resources is designed to arouse interest and develop motivation to mastering existing language skills and acquiring new ones.

The use of ICT is becoming more accessible due to educational resources that are freely available on the Internet. Each EER is created by the tutor, taking classes and contains tasks for reading, grammar listening and speaking. Self- learning is mainly tied to the themes of the main textbook and is its continuation. On-line studying assignments:

- expand the topic of a lesson,
- help to train grammatical structures, language models and some expressions related to the topic.

The inclusion of creative assignments in the EER, such as the creation of presentations, crosswords, posters, glossaries, make an invaluable contribution to the development of the creative, active personality of the student, and at the same time involves students in the language environment. Therefore, EER is one of the effective means of increasing the student's motivation for educational and cognitive activity.

6 Conclusion

The results of the survey and observations show that students, most of them (75%), positively evaluate the use

of active, problem-based teaching methods, show interest in creative tasks.

98% of respondents noted the need to create electronic resources, as they facilitate and make a site-off self-learning work more effective and diverse.

Having conducted the experiment on the implementation of the above-mentioned conditions for development of the motivational-value component of a student as a subject, we found that there was an increase in indicators on the following scales: "acquisition of knowledge" and "mastering profession," 9.6 (average score) and 7.8 respectively.

Thus, we can summarize that the hypothesis put forward by us on the close dependence of educational-cognitive and professional motivation is correct. As well as the conditions for development we have identified are effective for the emergence and development of positive internal and external motivation of students in the educational process of a higher education institution.

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