MOTIVATIONAL SUPPORT AS A FACTOR OF FORMATION OF STUDENTS' PROFESSIONAL COMPETENCE IN THE CONDITIONS OF DIGITALIZATION OF EDUCATION

APOIO MOTIVACIONAL COMO FATOR DE FORMAÇÃO DA COMPETÊNCIA PROFISSIONAL DOS ESTUDANTES NAS CONDIÇÕES DE DIGITALIZAÇÃO DA EDUCAÇÃO

EL APOYO MOTIVACIONAL COMO FACTOR DE FORMACIÓN DE LA COMPETENCIA PROFESIONAL DE LOS ESTUDIANTES EN LAS CONDICIONES DE LA DIGITALIZACIÓN DE LA EDUCACIÓN

Raziyat RABADANOVA [1]
Ashot KAGOSYAN [2]
Zhanat KARMANOVA[3]
Zamira RABADANOVA[4]
Vladimir TITOV[5]

ABSTRACT: The internal nature of the educational process, first of all, considers the potential capabilities and motivational basis of the individual. The article focuses on the need for the use of active forms and methods of teaching in the conditions of digitalization of education. The process of digitalization affects not only changes in the requirements for learning outcomes, but also changes the educational process itself. What is this change – positive or negative, developing or standardizing, how universal and intense is it? The strength, effectiveness, form of influence, the predominance of certain functions performed by these means in higher education are determined and conditioned by the scientific and methodological guidance and management of the educational process.

KEYWORDS: Motivational support. Educational process. Digitalization.

RESUMO: *A natureza interna do processo educacional, antes de tudo, leva em conta as capacidades potenciais e a base motivacional do indivíduo. O artigo enfoca a necessidade do uso de formas e métodos ativos de ensino nas condições de digitalização da educação. O processo de digitalização afeta não apenas as mudanças nos requisitos para os resultados da aprendizagem, mas também muda o próprio processo educacional. O que é essa mudança – positiva ou negativa, desenvolve ou padroniza, quão universal e intensa ela é? A força, a*

[1] K.G. Razumovsky Moscow State University of Technologies and Management, Moscow – Russia. Accociate Professor. ORCID: https://orcid.org/0000-0002-1083-3212. E-mail: raziyat@bk.ru
[2] Gzhel State University, Elektroizolyator, Moscow Region – Russia. Professor. ORCID: https://orcid.org/0000-0002-9785-5835. E-mail: Aksochi@rambler.ru
[3] Karaganda Buketov University, Karaganda – Kazakhstan. Associate Professor. ORCID: https://orcid.org/0000-0002-2825-549X. E-mail: karmanovazh@mail.ru
[4] K.G. Razumovsky Moscow State University of Technologies and Management, Moscow – Russia. Graduate Student. ORCID: https://orcid.org/0000-0002-5918-5746. E-mail: zam.rabadanova@yandex.ru
[5] Kosygin State University of Russia, Moscow – Russia. Associate Professor. ORCID: https://orcid.org/0000-0002-7185-2070. E-mail: vl.n.titov@yandex.ru

eficácia, a forma de influência, a predominância de determinadas funções desempenhadas por estes meios no ensino superior é determinada e condicionada pela orientação científica e metodológica e pela gestão do processo educativo.

PALAVRAS-CHAVE: *Apoio motivacional. Processo educativo. Digitalização.*

RESUMEN: *La naturaleza interna del proceso educativo, en primer lugar, tiene en cuenta las capacidades potenciales y la base motivacional del individuo. El artículo se centra en la necesidad del uso de formas y métodos activos de enseñanza en las condiciones de digitalización de la educación. El proceso de digitalización afecta no solo cambios en los requisitos para los resultados de aprendizaje, sino que también cambia el proceso educativo en sí. ¿Qué es este cambio, positivo o negativo, en desarrollo o estandarizado, qué tan universal e intenso es? La fuerza, la eficacia, la forma de influencia, el predominio de ciertas funciones realizadas por estos medios en la educación superior están determinados y condicionados por la orientación y dirección científica y metodológica del proceso educativo.*

PALABRAS CLAVE: *Apoyo motivacional. Proceso educativo. Digitalización.*

Introduction

The current system of teacher training at universities requires significant changes, both in its structure and content. In addition, the prestige of a teacher's professional competence, as a reflection of public recognition of a certain type of activity, leaves much to be desired.

We are sure that it is possible to increase the level of high-quality professional training by solving at least two tasks: 1) teach the student to learn; 2) teach him or her to "want to learn". The first task is related to the formation of skills and techniques of independent cognitive activity, and the second task is related to instilling meaningful and effective motives in him or her. Perhaps the solution of the first problem will be most effective if the student is motivationally "equipped". Of course, the implementation of these tasks is not arranged in a row, they are solved simultaneously, influencing each other. On this occasion, the famous Russian psychologist S.L. Rubinstein (2017) wrote that motives are determined by the tasks in which a person is involved, in any case, no less than tasks by motives. The motive for the particular action is precisely in relation to the task, the goal and the circumstances for which the action occurs.

Methods

Our observations show that the majority of higher school teachers consider the main thing in the educational process to be the formation of students' knowledge, skills and abilities

necessary for future professional activity, as well as teaching the students the most rational ways to solve educational tasks. At the same time, they do not see the importance of diagnosing educational motives and purposeful systematic formation of them. Therefore, it is the teachers who are primarily active in the educational process. Unfortunately, students take, as the study shows, a passive position. The passive position of the student, not prompted by cognitive motives and motives of future professional activity, does not aim at a serious mastery of modern science.

In the context of digitalization of education modern approaches, focused on the use of active forms and methods of teaching, are associated with the internal nature of the educational process, which is determined primarily by considering the capabilities of the student's personality and motivational basis. At the same time, the involvement of innovative teaching methods in the learning process has a positive impact on students' abilities to form professional competencies, on the motivational sphere and its structure (BUKHTEEVA *et al*., 2019).

However, we believe that the learning process, due to its hypertrophied subject and methodological orientation, becomes essentially formalized, depersonalized and impersonal. In every university, they teach the same thing and in the same way. As a result, some students have poor academic performance, while others lose interest in their studies or profession, and as a result, upon leaving the university, we can have on a global scale the same middle-class specialists, deprived of creative initiative and individuality. Such an external approach, implemented in the methods, forms and nature of teaching activities and the corresponding educational characteristics of the subject of cognition, is an obstacle in higher education (ROMASHINA; MAYER; SUBBOTINA, 2015). This approach, unfortunately, determines the position of the student as an object of study. Therefore, to turn learning from a passive into an active process, we have to transfer it from the reproductive level to the creative one. The teacher, first of all, must find out the motivational sphere, knowing which, he could most effectively manage the learning process and at the same time form the most important cognitive motives.

The formation of motives does not occur spontaneously; it needs systematic management. The academic activity of students aimed at mastering the system of general scientific and professional knowledge and competencies has various results. They are determined by what motives urge students to study – internal or external. Educational and cognitive activity in full capacity is possible thanks to effective internal motives. External motives are not able to provide full-fledged cognitive activity. In this case, cognition is

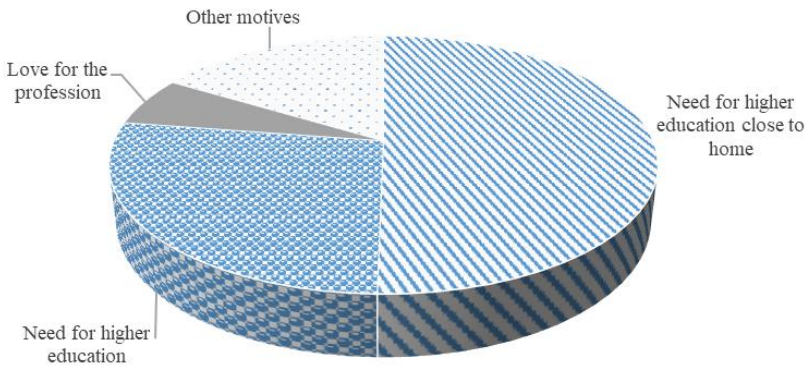
nothing but an action – a process, the motive of which, as A.N. Leontiev (2005) notes, does not coincide with its subject. A.N. Leontiev (2005) believes that activity is characterized by the fact that what it is, always, aimed to coincide with the subjective that motivates the subject to this activity, that is, with the motives. The effectiveness of educational activity is largely determined by the orientation of the individual as a system of dominant motives. The professional orientation of the student depends on his or her ideas about the requirements of the future profession, as well as on the level of his or her claims and self-assessment of intellectual skills and personal properties (BIKBULATOVA; RABADANOVA, 2018). In the professional orientation, various motives can act as system-forming ones, including those reflecting a particular attitude to knowledge. In one case, knowledge can act as a learning goal, in another – as a means of professional development, in the third – as a necessary means of well-being, etc.

The motives that regulate educational activities can be different. The psychological characteristics of educational activity, prompted by various motives, are also not the same. Thus, in the course of the study, we found that students with high academic performance are dominated by cognitive and professional motives, while utilitarian motives predominate among students with low academic performance (SHAFAZHINSKAYA, 2014). The educational motives of successful students are aimed at the ultimate goal of learning, they have a "distant motivation" that manifests itself in the desire to acquire deep and solid knowledge for future professional activity. On the contrary weak students' motives are not focused on the final goal, they are of a short-term, utilitarian nature, therefore they cannot have a positive impact on the formation of professional competence, which leads to a decrease in academic performance (SHISHOV; KALNEI, 2016).

Results and discussion

According to the results of the study, students have a contradiction between a high assessment of the importance of profession of a teacher and a weak desire to engage in it. Thus, according to our data, 42.6% of students have a negative attitude to the pedagogical perspective. And even more disappointing picture is observed in the answer to the question "What determined the choice of your profession?" 50.3% of respondents indicated the need for higher education close to home, 27.1% - the need for higher education, 6.2% - love for the profession of a teacher, 16.4% - other motives.

Figure 1 – Graphic presentation of the poll results "What determined the choice of your profession?"



Source: Devised by the authors

Most students have no desire to improve their pedagogical culture, to lay a solid foundation for future pedagogical activity, because there was no high competition to enter the college of Pedagogy. Many young teachers have weak special and professional training, which nevertheless gives them the opportunity to engage in pedagogical activities on an equal basis with others, and still they are paid equally. We believe that we can distinguish two sources of dissatisfaction, which, by their nature, do not have the same impact. When a student is satisfied with his chosen profession, but is critical of his capabilities, this contradictory state has a stimulating effect on the formation of professional and personal qualities. Another source of dissatisfaction is that the requirements of the profession are not consistent with the corresponding desires of the individual.

It should be noted that one of the features of the educational process is that the purpose of education is largely different from the goals of future professional activity. Cognitive motives, having a certain influence on both the process and the results of educational and cognitive activity, cannot significantly affect the nature of a student's professional development. Internal educational motives, coinciding with the goals and learning outcomes, largely diverge from professional goals. The educational model differs significantly from the professional activity model in all parameters. Differences are manifested in the goals, means of achieving them, the content of the activity, as well as in the subjects of activity themselves.

In our opinion, the difference between the subject of knowledge and the subject of professional activity consists in the interiorized nature of his activity. And if we consider that traditional education with its well-established forms, methods and types acts, first of all, as a

system aimed at the assimilation of educational information, and not as a system of cognitive and professional motivation, then the discrepancy between educational and professional activities increases sharply. There is a difference between educational and cognitive activity from professional activity, which is confirmed by the fact that a graduate must undergo a certain period of adaptation before obtaining the necessary professional quality. Adaptation assumes that the graduate will learn to externalize his professional knowledge, form the necessary competence qualities, as well as develop his abilities, create a "fusion" of knowledge and skills (KUZMINA, 1993) for the formation of pedagogical skills.

Conclusions

Most teachers interviewed by us noted that pedagogical skills are formed in the process of pedagogical activity. Pedagogical skill is a certain ensemble of personality traits that determines high achievements in pedagogical activity. Its most important properties include: the humanistic orientation of the teacher, professional knowledge, pedagogical abilities and pedagogical technique. However, in traditional teaching, the last component and certain competencies were formed spontaneously, in the process of independent pedagogical activity. Pedagogical technique is characterized by the ability of the teacher to manage himself and build pedagogical appropriate relationships with students, to understand not only their age but also individual characteristics.

And what is understanding? A.A. Bodalev (1982), who studies the problem of understanding, noted that the completeness and correctness of knowledge about another person depends on how much the inner sincerity of researcher depends directly and manifests itself in his actions and deeds. However, we are not given a direct insight into the thinking process of the person we are trying to understand, and therefore we must deal with reconstruction – to conclude from actions, how they were thought out and planned by a person. This is often done with the help of reflection. In scientific language, thinking for another person, the ability to understand what other people are thinking, is called reflection. Therefore, reflection is one of the most important personality traits of a future teacher, which manifests itself in professional activity.

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