

THE ROLE OF MOTIVATION IN THE DEVELOPMENT OF POSITIVE ATTITUDES AMONG HIGHER EDUCATION LEARNERS

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The current living conditions of people in the period of socio-economic crisis of the society are characterized by spiritual degradation, the need for reorientation of social values, increasing tendency to lose the sense of ownership of life.

The semantic interpretation of positive orientations is related in scientific literature to the value sphere of the individual (V.A. Yadov, T.M. Kharlanova); to the ways of its self-fulfillment (M.B. Bodnar, A.G. Zlobina); to the ways of its self-fulfillment (V.A. Yadov, T.M. Kharlanova). Zlobina); with the hierarchy of life forms represented in people's consciousness (M.H. Titma); with general subject-object orientations that people manifest in relation to the situations of their life activity (E.Yu. Korzhova); with general determinants of

performance of people, which define general orientation of people and implemented in specific life situations (A.A. Grachov); with values and professional sphere (G.A. Cherednichenko); conditions in achieving of life and professional self-identification of the student (S.N. Gonchar). Gonchar); with a person's directivity, presence of life goals, awareness of choices and evaluations, satisfaction with life (self-fulfillment) and ability to take responsibility for it, influencing its course (N.G. Kaunova); general psychological and socio-psychological ideas about the structure and development of a person's value-meaning and motivational sphere (D.O. Leontiev, A.M. Leontiev, V.E. Chudnovsky, A.A. Bodalev, B.S. Bratus and others).

By positive orientations we mean a totality of values and goals unique to a person, which he/she chose as the main ones for his/her existence.

According to M.R. Bityanova [1], the problem of positive orientations at the student age is growing at several levels:

- between the need to assert oneself in the natural world, to realise oneself in society and the need for social adaptation and regulation of behaviour;
- Between the need to be independent, self-sufficient and the inability to take responsibility for situations of significance to people;
- between the need to be free and the presence of inner unfreedom.

The inability to resolve one's own internal conflicts inevitably leads to the need to find ways to manage the self-development of the individual. The increased attention of scientists to the study of the dynamics of aspects of the life of the individual, the peculiarities of formation and growth of individuals at different stages of ontogenesis is justified.

Adolescence and the period of early adolescence - one of the most difficult and demanding periods of the formation of the person. The main psychological and pedagogical innovations of this period are critical self-evaluation, ability to understand the prospects of their development, interest in their own inner world and, finally, interest in themselves as part of society.

The formation of a harmonious student persona is of great practical importance. Formation of a person is carried out throughout his or her life, and it is in high school that the basic personal qualities of a practitioner are established, and the "further development of the person" is carried out in the subsequent professional activity. The most important characteristics of a modern practitioner's personality include initiative and responsibility, the tendency for innovative solutions and the need for constant renewal of one's knowledge.

Scientists attribute an important role in the development of positive attitudes to the educational process. R. Paul emphasized that "we must teach students to think about their own inner world, i.e. to encourage them to develop themselves in a purposeful way according to their life plans" [3].

But in order for individual senses to be created, the indispensable condition is the development of a person's ability to develop himself or herself, and this requires that the subject has positive intentions, so any development is conjugate.

L. I. L.I. Bozhovich asserts that the choice of the future life course, self-identification is a motivational centre for students that determines their activity, behavior and attitude towards learning [2].

Due to this fact there is a need to analyze the influence of positive orientations on learning motivation of students of secondary agricultural educational institutions.

Motive is an ideal image in the inner plan of consciousness.

Student's motive structure, formed during the educational and practical process, becomes the core of the personality of a future educator. Therefore, the development of positive learning motives is an integral part of the student's personality development.

Formation of strong positive attitude to the profession - one of the urgent issues of pedagogy and educational psychology. In the current context of the dynamic development of society is increasing demands for individuals and to professional education. That is why the development of this problem is of great importance. A concrete solution depends largely on the combined efforts of the teacher and psychologist, both at the stage of vocational training work in schools and in the process of vocational training in higher education institutions. This effort is mainly reduced to providing individuals with competent psychological and pedagogical support in the search for a profession for themselves and themselves in the profession. A successful completion of this task will help students prevent their future career path from being transformed into a path without goals and intentions, thus losing their positive intentions.

N.N. Lapkin and N.V. Yakovleva established in their research that the success of studies at Enz depends on many aspects of psycho-physical activity. One of these determinants of success, in their opinion, is the motivational structure.

Directivity of actions is determined by the student's desire and vital need to increase the level of learning motivation - from negative and neutral to positive, appropriate, effective.

The positive and positive attitudes determine the basic position of the person, influence the orientation and the content of social activity, the general approach to the natural world and himself/herself. Attitudes and attitudes are an important factor in the effectiveness of learning. This is because there is a relationship between positive attitudes and learning motivation. And it lies in the fact that the importance for students of educational and professional sphere of self-actualization, positive attitude to learning and future profession depends on the positive intentions and parameters of motivational readiness. Thus, if the student has a conscientious attitude towards learning, he/she gives consideration to life, orientation, and a life perspective (both personal and professional).

References:

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