Evaluation of the Peculiarities of the Implementation of the Impulse Stimulus of Students in the Process of Educational Activity

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ABSTRACT

The article considers the issues related to the activation of the stimulus in students of educational institutions as an integral part of motivation in pedagogy, which is one of the priorities of higher education, in turn, the correct and timely application of motivational factors allows for qualitative analysis. , on the activation of cognitive interest in the training of specialists. The purpose of the article is to study and evaluate the features of the implementation of student incentives in the educational process. To achieve this goal, the analysis of the known literature on the definition and application of motivation in the educational process. The definition of stimulus and stimulation process as a factor of psychological motivation is considered and analyzed. In the article on the basis of the analysis of the literature it is possible to come to a conclusion that neither in understanding of essence of stimulus, its role in regulation of behavior, nor in understanding of a parity between stimulation and stimulus does not have.

INTRODUCTION

Today, the system of higher pedagogical education is developing and functioning in new political and socio-economic conditions, which determine not only the ways and directions of its development, but also the related problems. The contradictions in the educational process between the increasing requirements for professional training of specialists are clearly visible. Improving the training of students in the context of modern education is due to many factors, among which the motivation of the educational activities of students of a pedagogical educational institution is important.

One of the pressing issues in pedagogy is the motivation of learning activity, which is one of the basic unsolved problems in the psychology of learning. This status is explained, on the one hand, by the fact that the main psychological characteristic of any activity, including learning, is its motivation. On the other hand, the management of motivation allows you to manage the learning process, which is very important for achieving its success.

The unsolved problems that psychologists who study motivation in general and the motivation of learning activity are engaged in, in particular, are the following: the development of a conceptual apparatus related to motives and motivation, the determination of the structural components of motivation, the study of behavior motivation and the formation of the motivational sphere of the individual.

Research of the educational process, as well as motivation in it, is defined as a particular type of motivation included in educational activity. Learning motivation is determined by a number of factors: the educational system, the educational institution where learning activities are carried out; organization of the educational process; subjective characteristics of the student; subjective characteristics of the teacher; the specifics of the subject. Motivation of students' educational activity is one of the professionally significant personal characteristics. It is both an indicator and a criterion for the success and quality of professional development of a future specialist.

Being in the learning environment, the student is faced with a lot of factors that affect his motivational state and attitude towards learning in general: first, the level of external control over the student's activities is sharply reduced; secondly, the structure of the educational activity itself is changing - the motives of learning are supplemented and closely intertwined with professional motives; thirdly, there is an entry into a new social community. The student body as a social group is characterized by a social orientation, a well-formed attitude to the future profession, which are a consequence of the correct professional choice and the adequacy and completeness of the student's understanding of the profession.

Development in oneself (student) of stable positive motives of educational activity, socially significant and professionally significant personality traits, readiness for professional growth, finding optimal techniques and ways of high-quality and creative implementation of educational and professional activities in accordance with the individual psychological characteristics of the student's personality ensure success. future professional activity of a psychologist.

The purpose of this article is to study and evaluate the features of impulse development of a student's stimulus to learning activities.

MAIN TEXT

Incentives surround us everywhere, like drivers, directing us in a certain direction.

A stimulus is a specific factor that triggers a response from the body. From a physiological point of view, a stimulus becomes synonymous with a stimulus. It is not for nothing that the word itself, translated from Latin, means a metal tip that is attached to a pole and serves to drive cattle. In biology, stimuli are any stimuli that make the body respond.

If we talk about a stimulus from the point of view of psychology, then this phenomenon means a motive that makes one act.

Confusion sometimes arises when talking about stimulation and stimulation. The words are almost identical, but their meaning is different. Stimulation is a biological effect. Stimulation is psychological motivation that someone uses deliberately to get another person to take action. Most often from a pedagogical point of view, these are teachers who try to interest the student in their studies. You can stimulate with two diametrically opposite approaches.

In the first case - to reward for success. In the second, punish for shortcomings. The people call this dualism the "carrot and stick" method. Psychological stimuli are external and internal.

If misused, any incentives will be ineffective or even harmful. Each impact must be appropriate and applied impulsively and situationally. In this case, there are techniques that in most cases produce the desired effect. These include the following pedagogical motivators:

1. Personal example (An effective incentive is demonstration through personal example.

2. Gratitude (Just a thank you or its material equivalent (in the form of a positive assessment) has a rather powerful stimulating effect. If you express gratitude "in advance", this is called bribery. If for the work already done (albeit not much), then gratitude. that gratitude turns out to be a good argument for getting the job done, even if it follows an action already taken, it will motivate the person to be more diligent if the request is repeated).

3. Request (You shouldn't come up with multi-level algorithms of actions, reinvent the "wheel" and turn on the strategist mode. You just need to ask. Still, education plays its role, and many people try to treat those who ask them for something responsibly).

4. Self-affirmation (According to the hierarchy of needs formulated by Abraham Maslow, recognition and self-affirmation are at fairly high levels. They are characteristic of developed individuals who were able to step over their natural desires. Self-affirmation takes over the "lion's share" of life motivation, as it gives a sense of personal significance. After satisfying basic needs, a person begins to think about what place he occupies in society. There is a desire for self-realization, to achieve more, to prove something to oneself or others. This incentive sometimes exceeds all others, forcing the person to forget even about food and drink until he feels the satisfaction of a job well done).

5. Interest (The best way to motivate action is to get interested. When passion arises, no other motivators are required).

6. Visualization (Another effective way to increase labor productivity is to visualize the future result.

Thus, the main types of incentives that are possible in application to students of higher education are considered, and there is also a need to analyze the types of motivation.

The problem of stimulating learning activity is one of the basic problems of learning psychology. This status is explained, on the one hand, by the fact that the main psychological characteristic of any activity, including learning, is its motivation. On the other hand, the control of the stimulus of learning (or rather the motivational-need-sphere of learning) allows you to control the learning process, which seems to be very important for achieving its success.

Numerous studies are devoted to the study of incentive as a motivation for learning, the results of which are described in works [14, 15] and many others [12, 13].

Learning motivation is determined by a number of factors: the educational system, the educational institution where learning activities are carried out; organization of the educational process; the subjective characteristics of the student (age, gender, intellectual development, abilities, level of aspirations, self-esteem, his interaction with other students, etc.); the subjective characteristics of the teacher and, above all, the system of his relationship to the student, to business; the specifics of the subject.

Learning motivation is systemic and characterized by focus, stability and dynamism [11].

The motivation for a given teaching is based on the actions that the student is told to do. A given teaching is characteristic of "performers" who are unable to independently determine the general direction of their actions, reflect the reasons for their actions and the actions of another, and carry out productive interaction with others.

The motivation of spontaneous learning is based on the student's actions "at will", based on his natural curiosity, this type of learning can be unstable and unsystematic, since it does not teach to set certain goals and achieve them, to overcome difficulties on the way to achieve them [11-15, 17 -20].

Self-determined learning activity is characterized by a special type of motivation. The student's ability to self-determination includes awareness of his motives and values, the ability to make a decision in a situation of conflict of motives and feelings, formulate his position, justify and defend it, make a decision taking into account various positions, act arbitrarily and purposefully.

We can distinguish positive and negative cognitive motivations associated with the awareness of the negative consequences that may arise in connection with the performance and non-performance of a certain action.

Studying learning motivation, the central question becomes the question of the types of motives for learning. Today, several classifications of teaching motives are known. According to L.I. Bozovic, the motives of teaching are divided into external (not related to the educational process) and internal (derived from various characteristics of the teaching) [14]. Leont'ev distinguishes "motives-stimuli" and "meaning-forming" motives. "Some motives, prompting activity, at the same time give it a personal meaning; we will call them meaningful motives.

Others, coexisting with them, playing the role of stimulating factors (positive or negative) - sometimes acutely emotional, affective, - are deprived of a meaning-forming function; we will conventionally call such motives motives - incentives".

Also, A.N. Leont'ev's motives of teaching are divided into "known" ("understood") and "actually acting".

The most complete classification of the motives of teaching was proposed by A.K. Markova. She distinguishes two groups of motives for learning: cognitive motives and social motives.

Cognitive motives are aimed at the process of cognition, increasing the effectiveness of its results - knowledge, abilities, skills, as well as the methods of cognition and the acquisition of knowledge, techniques and methods of educational work, at increasing the effectiveness of these methods and methods of cognition. Their levels are broad cognitive motives - focus on knowledge; educational and cognitive - focus on methods of obtaining knowledge; motives for self-education - focus on ways of self-replenishment of knowledge.

Social motives characterize the student's activity in relation to certain aspects of interaction with another person in the course of learning, to the results of joint activities and the methods of these interactions, to increase the effectiveness of the results and methods of these interactions. Their levels are: broad social motives - duty, responsibility; narrow social or positional motives - the desire for the approval of others; motives of social cooperation - the desire to master the ways of interaction with people around [15].

A number of researchers, in particular P.M. Jacobson, postulate the need for the presence of both components (cognitive and social motives) for the effectiveness of educational activities [21].

General trends in the development of ideas about the motivation of learning in Russian psychology consist in a gradual transition from an undivided to a differentiated understanding of the motivation for learning; from the idea of a motive as an "engine" that precedes an activity, to its definition as an important, internal psychological characteristic of the activity itself. The differentiated approach involves the allocation of meaningful and dynamic characteristics that the studied psychological impulse possesses.

A.K. Markova identifies meaningful and dynamic characteristics of the learning motive:

content characteristics: effectiveness; dominance in the structure of the motivational sphere; independence of occurrence; awareness; generalization.

dynamic characteristics: stability; expressiveness and strength; switchability; emotional coloring; modality [14]. Another trend in the study of learning motivation is a formative approach, which involves the definition of conditions that affect the formation of learning motivation in the aggregate of its content and dynamic characteristics.

Starting education at a university, a former student faces a number of changes: first, the level of external control over the student's activities is sharply reduced; secondly, the structure of the educational activity itself is changing - the motives of learning are supplemented and closely intertwined with professional motives; thirdly, there is an entry into a new social community - "students" [11]. In the light of such changes, the question of motivation for students' learning activities becomes especially important.

Different authors name different motives for entering a university, which largely depends on the perspective of studying this issue, the socio-economic situation in the state. The main motives for entering a university are: the desire to be in the circle of student youth, the great social significance of the profession and the wide scope of its application, the conformity of the profession to interests and inclinations and its creative potential. There are differences in the importance of motives among girls and boys.

Female students more often note the great social significance of the profession, the wide scope of its application, the opportunity to work in large cities and research centers, the desire to participate in student amateur performances, and the good material security of the profession. Young men, on the other hand, more often note that the profession they choose meets their interests and inclinations. They also refer to family traditions.

In the motivation of the educational activity of students, the actual educational and professional components are constantly combined. In this regard, in the structure of learning it is possible to distinguish the actual motives of learning and professional motives as "internal motives that determine the direction of a person's activity in professional behavior in general and a person's orientation to different aspects of the professional activity itself" [15]. Professional motives are also defined as "motives pushing the subject to improve his activities - its ways, means, forms, methods, etc.", "growth motives that implement the focus on production, not consumption" [11].

Within the framework of the activity approach, D.B. Elkonin and V.V. Davydov's basic activity of students is educational and professional. Her motivation, according to T.I. Lyakh, includes two groups of motives: educational and professional and social. Each of these groups goes through three levels in its development. Levels of formation of educational and professional motives (from lower to higher): broad educational and professional; educational and professional; the motive of professional self-education. Levels of formation of social motives of educational and professional activity in the university (from lowest to highest): broad social motive; narrow

social, positional motive; motives of professional cooperation. By the end of training at a pedagogical university, under the influence of the system of educational work of the university, senior students should form motives of professional self-education from the group of educational and professional motives, and motives of professional cooperation from the group of social motives [15].

Research carried out by A.N. Pechnikov, G.A. Mukhina, showed that the leading educational motives for students are "professional" and "personal prestige", less significant are "pragmatic" (to get a diploma of higher education) and "cognitive". True, the role of dominant motives changes at different courses. In the first year the leading motive is "professional", in the second year - "personal prestige", in the third and fourth years - both of these motives, in the fourth - also "pragmatic". The success of training was largely influenced by "professional" and "cognitive" motives. "Pragmatic" motives were mainly characteristic of poorly performing students [22].

F.M. Rakhmatullina presented general social motives (understanding of the high social significance of higher education). According to her, in all courses the "professional" motive took the first place in importance. The second place in the first year was given to the "cognitive" motive, but in the subsequent courses a general social motive came to this place, pushing the "cognitive" motive into third place. The "utilitarian" (pragmatic) motive was ranked fourth in all courses; Characteristically, from junior to senior years his rating fell, while the rating of the "professional" motive, as well as the "general social" one, increased [23]. The "professional", "cognitive" and "general social" motives were more pronounced among the well-performing students than among the average students, and the "utilitarian" motive was more pronounced among the latter than among the former. It is also characteristic that the "cognitive" motive took the second place among the well-performing students, and the third among the students with the average academic performance [24].

Analyzing the well-known literature, one can observe the dynamics of changes from the 1st to the 4th year of the motives of creative achievement, "formal academic" achievement and "need for achievement" among students of the Faculty of Psychology. By the motive of creative achievement, the author understands the desire to solve any scientific or technical problem and to success in scientific activity. The motive of "formal-academic" achievement is understood by him as motivation for a mark, good academic performance; "The need to achieve" means a vivid expression of both motives. Using the motivation of educational activities (professional, cognitive, pragmatic, social and social and personally prestigious), students have a certain attitude towards different academic subjects. It is conditioned by: the importance of the subject for professional training; interest in a particular branch of knowledge and in this subject as part of it; the quality of teaching (satisfaction with classes in this subject); a measure of the difficulty of mastering this subject based on one's own abilities; relationship with the teacher of the subject. All these motivators can be in a relationship of interaction or competition and have a different effect on learning, therefore, a complete picture of the motives of learning activity can be obtained only by identifying the significance for each student of all these components of a complex motivational structure. This will make it

possible to establish the motivational tension in the given subject, i.e. the sum of the components of the motive of educational activity: the more components determine this activity, the more motivational stress he has.

The interest of psychologists and teachers in the role of positive motivation for learning in ensuring the successful mastery of knowledge and skills has sharply increased. At the same time, it was revealed that high positive motivation can play the role of a compensating factor in the case of insufficiently high abilities; however, this factor does not work in the opposite direction - no high level of abilities can compensate for the absence of an educational motive or its low severity, cannot lead to significant success in studies [11, 17-20].

The exceptional importance of the motive for learning for successful study led to the formation of the principle of motivational support of the educational process. The importance of this principle stems from the fact that in the process of studying at a university, the strength of the motive for learning and mastering the chosen specialty decreases.

Formation of students' positive motive for learning [15]: awareness of the immediate and final goals of learning; awareness of the theoretical and practical significance of the acquired knowledge; emotional form of presentation of educational material; showing "promising lines" in the development of scientific concepts; professional orientation of educational activities; selection of tasks that create problem situations in the structure of educational activities; the presence of curiosity and "cognitive psychological climate" in the study group.

CONCLUSION

The article investigates and evaluates the features of impulse development of a student's stimulus to learning activities.

Thus, in the article, based on the analysis of the literature, it can be concluded that there is no unity of views neither in understanding the essence of stimulus, its role in regulating behavior, nor in understanding the relationship between stimulation and stimulus.

The level of development of the student's stimulating sphere depends on the methods, conditions and means of teaching, awareness of their own meaning of learning, subject-reflective attitude to learning, subjective activity and subjective attitude. The qualitative features of the development of the student's personality sphere depend on the identification of the image, the image of the world, the image of future professional activity, self-esteem and reflection. The sphere of personality stimulation is determined by activity. In order for the activity to become a component of development and self-development, it is important not only to deeply understand the nature of its content, but also to constantly improve the motivational side of the individual. Deep knowledge and understanding of the motivational sphere can ensure success, direct the student's personality activity in the right direction of its development.

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