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MOTIVATION IN THE PROFESSIONOGENESIS OF SPECIALISTS IN THE TRADE SPHERE

We considered the results of various scientific approaches to formation of professional motivation in professional development of future professionals in the sphere of trade. Basic preconditions for professional personality development and factors of forming motivational readiness for future professional activity have been determined. We found out determinants of conscious profession choice as a condition for effective adaptation in the process of professional development.

Keywords: student, professional motivation, conscious choice of profession, professional development.

Миронец С., Коновалова Е. Мотивация в профессиоогенезе специалистов торговой сферы. Рассмотрены результаты изучения различных научных подходов к формированию профессиональной мотивации в профессиоогенезе студентов – будущих специалистов сферы торговли. Определены основные предпосылки профессионального развития личности и факторы формирования его мотивационной готовности к будущей профессиональной деятельности. Раскрыты детерминанты сознательного выбора профессии как условия эффективной адаптации в процессе профессиоогенеза.

Ключевые слова: студент, профессиональная мотивация, сознательный выбор профессии, профессиоогенез.

Background. Socio-economic development is inextricably linked with technical progress in all areas as well as with formation of human labor resources, education and training of young people to perform socially useful and attractive labor functions. Under such conditions reformation of society is possible only through the development of personal potential, abilities and motivation so that in the future individual could take a worth place in society.

Due to the intensive transformation of modern society over the last decade, the organization of the socio-cultural system in Ukraine has

changed significantly, which has affected all spheres of activity. One of the most sensitive to changes became the sphere of trade.

Success of future specialists' professional activity depends on the subjective and objective factors, among which motivation of each person plays an important role [1, p. 59].

Understanding the underlying principles of personality behavioral mechanisms based on the need-motivational sphere and the formation of professional motivation of employed allows many institutions and trade organizations to respond in a timely manner to all the challenges of present time.

Harmonious formation of the personality of any sphere future employee activity is a factor of economic, legal and political transformations success in any state. The shift in the economy can only be achieved through successful entrepreneurship. One of the main factors of entrepreneurship is the formation of students professional motivation for future professional activity [2, p. 6].

This determines the relevance of approaches scientific analysis to the formation of professional motivation in individual professional development, in particular to students of trade and economic specialties. The results of such analysis give grounds for creating a plan of researching and constructing motivation forming conceptual model for the specialists in trade and economic sphere in their professional development.

Analysis of recent researches and publications. In many scientific works [1; 3–5] the problem of professional formation of the personality in the process of professional is highlighted, just when motivation plays a leading role. There is a large number of ideas for the nature and structure of individual professional motivation and the problem is sufficiently developed in modern psychological science.

Over the last five years the problem of motivational readiness in the process of professional development in Ukraine was studied by such scientists as M. Korolchuk, V. Krainyuk, Yu. Pachkovsky, L. Karamushka, O. Kredentser, V. Osodlo, Yu. Drozdova [1; 3; 4; 6–8], V. Barko, A. Voznyuk, S. Kopylov, M. Kotyk, S. Maksimenko, E. Potapchuk, O. Timchenko, Yu. Schwalb and others.

Issues bordering on the subject of the study were researched by: O. Krushelnytska (2012) – peculiarities of referential relations of students as a factor of educational and professional motivation; I. Mostova (2013) – psychological support of future economic profile employees' adaptation; D. Romanovskaya (2013) – formation of future psychologists' personal activity in the process of vocational training; Yu. Drozdova (2015) – psychological features of professional self-determination of future experts in trade business; N. Golovach (2017) – the formation of professionally significant qualities of future specialists on the staff supervision and labor economics in the process of professional training, etc.

At the same time the problems of formation of young people's professional motivation to conscious choice of the profession connected with commercial and economic field in the direct formulation were not investigated that determined the relevance of the subject and the further of research.

The **aim** of the article is to research scientific approaches to formation of individual professional motivation and to find out factors for creating preconditions for personal motivational readiness for future professional activity.

Materials and methods. Data of general scientific approaches evaluation were used as materials for solving the problem of person professional motivation in the professional development.

A wide range of general scientific and special methods of psychological research has been used, namely: generalization, comparative analysis, systematization of received information, content analysis, etc.

Results. Process of scientific understanding of professional formation nature may be conditionally divided into three stages: pre-industrial (works by K. Helvetius, I. Herbart, A. Disterveg, J. Comenskii, R. Owen, I. Pestalozzi, J. Russo), the primary achievement of these works is giving a main stream of studying the person and profession; industrial (the works of A. Adler, A. Lunocharsky, A. Maslow, I. Moser, F. Parsons, K. Rogers, V. Sukhomlinsky, K. Ushinsky, S. Freud, K. Jung), where the leading idea was educational and diagnostic concept in organization a conscious choice of future profession, appropriate approaches and helping methods for successful professionalization had been created; post-industrial (works of S. Berth, B. Bol, H. Dawson, E. Klimov, H. Litton, M. Pryazhnikov) when personality perception conditions for attitude towards himself as a subject of professional activity were created [1; 3; 5; 6].

Analysis of scientists' approaches and attitudes to solving the problem of individual motivational readiness for professional activity gives grounds to affirm that formation of professional motivation as a process is a special need for self-determination and the most important condition for reconsidering life position to future professional realization. Taking under consideration the works of L. Vygotsky, M. Korolchuk, and M. Makarenko, one can conclude that conscious choice of the profession has its periodization, which at a certain stage depends on formation of individual ideas about desire for a particular professional choice [5; 6; 9].

Motivation of conscious profession choice is a system of means aimed at realization the need to acquire a particular profession. Knowledge about the profession may vary in consciousness depending on the level of their formation.

Motivation is considered as a process of interference and the root cause of any purpose origin or orientation of the individual. Researchers also pay attention to the fact that motivational states are specific for certain

needs. They arise as a result of certain variables interaction which can include intensity of inclinations or needs, expectation of the individual, incentive value of the goal, availability of relevant reactions and contradictory motives [6, p. 265].

A thorough study of scientific sources shows that the motivational sphere of personality is an integral quality characterized by a set of social attitudes, values which form the basis of motives, in other words everything that includes the concept of personality orientation. Scientists attach great importance to the problem of forming a professional motivation for future activity. There is a large number of views on the nature and structure of personality professional motivation: V. Semichenko [1], S. Feskina [8], K. Gurevich [9], L. Karamushka [10], N. Nesterova, N. Ivanova, N. Komusova.

In studying motives that aimed at professional self-determination V. Semichenko distinguishes two directions. Reasons why people prefer one type of activity in relation to others are concerned as part of the first. The second direction studies causes of different labor efficiency [1, p. 18]. L. Karamushka considers motive to be determining factor in choosing the direction of behavior. Motive, in her opinion, is manifested and presented in consciousness in the form of emotional experience. Its meaningful side is reflected in connection with sense, values, needs of individual and purpose of activity [10, p. 116].

According to K. Gurevich, favorable motivation is the most important condition for development of professional competence [9, p. 124]. V. Yakunin and N. Nesterov believe that professional formation of a future specialist is possible only under the condition of well-formed motivational-value relation to chosen specialty [11, p. 72].

According to researches made by N. Ivanova, N. Komusova and S. Feskina development of students professional orientation in higher educational institutions is determined by earlier forms of expression a positive attitude to the profession and motives that was a reason for it [12, p. 152].

According to the results of analysis we identified preconditions for successful formation of professional motivation: general orientation of individual; conformity of individual psychological characteristics of personality to requirements of a number of professions; high level of interest to profession, desire for professional growth; readiness for changes, new conditions and requirements created by professional environment.

By generalization of the mentioned scientific approaches to formation of motivational readiness of future specialists for activity in different spheres we distinguished two general factors: external – the fact of pointing out the concrete motive as the main motivator in the choice of the profession and its inductive component.

The main motivating factors for choosing a professional way by young people are:

direct interests arising under the influence of the attractiveness assessment of a specific activity based on interest to the labor process, its

result, the attractiveness of the profession general properties, individual perception of the profession and sometimes on the situational, "fragmentary" perception of the essence of particular professional activity;

indirect interests are formed under the influence of socially attractive professional features (prestige, fashion, status, etc.), desire to understand the world, to form a personal attractive qualities to meet the material and social needs [13, p. 53].

Yu. Drozdova notes that professional self-determination begins in childhood and ends in early adolescence, when it is necessary to make a decision on the choice of education profile [8, p. 7].

Motivational readiness for professional activity is defined as a system of professional knowledge and skills of the specialist, which is the determining condition for successful professional adaptation, further professional self-improvement and endless professional development. O. Hrebenyuk distinguishes four levels of formation motivation readiness for educational work: the first – motivation to educational and labor activity at a low level; the second is the reinforcement of positive motivation for activity with situational nature; the third – clear motivational focus at professional development and sustainability of cognitive motives; the fourth – a profound understanding of motives for choice of profession and general purposefulness [1, p. 124].

Professional motivational orientation of individual involves positive attitude to the profession, interest to its components, desire to improve training. Also, understanding and internal adoption of goals and objectives of professional activity is formed. All this serves as an indicator for formation of professional motivation characterized by persistence or instability, dominance of personal or socially significant motives, close or distant prospect.

To form a positive motivation for mastering a professional activity student must become its subject: identify free cognitive activity, intellectual initiative and independence in making decisions about choosing ways and contents of self-education, enrich inner world, be open to new experiences, be oriented on personal future, build a personal perspective, develop reflexive processes (self-esteem, self-criticism), inculcate the need to implement own plans, realize potential capabilities.

Depending on the determination of behavior by physiological needs, influence of environmental factors motivation is divided into external and internal.

By the degree of generalization of activity professional readiness of a person is differentiated into general, basic and situational, concrete (B. Ananiev, M. Dyachenko, L. Kandybovich, N. Levitov, etc.) [11, p. 113].

In the process of studying in higher educational institution development of cognitive and professional motives is the central chain of entire personality of future specialist development process. Structure of motives,

which is formed during the period of studying, is the core of future specialist personal characteristics. Therefore, the formation of positive professional motivation is an integral part of education of the student's personality.

Attitude of the student to studying in higher educational institution directly depends on the factors of profession choice. One can speak about a successful choice of the future profession, successful professional development only in case when a young person clearly understands the role of general and special abilities necessary for successful professional implementation and which of the motives for choosing a profession were decisive.

To form students positive professional motivation teachers have to create such an educational situation in which a young person who only begins his professional development would understand the necessity and feel the need for formation the qualities necessary for successful mastering educational material and the acquisition of professionally important skills, namely: regulation of free cognitive activity and intellectual initiative, autonomy in decision making regarding the content and ways of self-education and development of self-esteem, self-criticism and objectivity in self-perception, enrichment of the inner world and openness to new experience.

The organization of modern education should provide "the image of a future professional", which, according to S. Glazychyov and O. Kozlova, is much less differentiated in comparison with the present. The future of higher education is in full support of formation a "poliprofessional", which can consciously and responsibly choose the direction of development in society [3, p. 192].

Attitude of KNUTE College of Commerce and Economics students to the future profession, the reasons for its choice are extremely important and sometimes are determining factors for the successful formation of motivation readiness for future professional activity.

Mastering the profession, as noted by M. Korolchuk, M. Makarenko, V. Shadrikov, generates a desire to work in a certain way, a certain trend and creates initial moment of formation psychological system activity. That is why the process of mastering profession includes diagnosis of motives and analysis of abilities [12, p. 62].

During the period of studying at KNUTE College of Commerce and Economics and mastering special and humanitarian disciplines students improve professional motivation – desire to apply their knowledge, experience, and abilities in the chosen professional sector.

Conclusion. The results of the scientific analysis of modern approaches to the formation of the students' professional motivation allowed to conclude that they are a mechanism for preventing the alienation of the individual from the process and the results of training, promoting the full

development of the personality of the students of the trade sphere both at the initial stage of studying in higher educational institutions and during the subsequent professional formation because it directs a person to self-development and self-improvement.

Choice of profession by a future specialist in the field of trade depends on a positive attitude to the profession, understanding its socially significant purpose. Only under such motivational orientation professional interests may arise and form quickly.

The results of theoretical and methodological analysis of approaches to the formation professional motivation of students at KNUTE College of Commerce and Economics confirm the necessity to develop an author's program "Psychological program for forming the college students' motivation readiness for future professional activity".

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Миронець С., Коновалова О. Мотивація в професіогенезі фахівців торговельної сфери.

Постановка проблеми. Розуміння глибинних засад поведінкових механізмів особистості, заснованих на потребнісно-мотиваційній сфері та формуванні професійної мотивації працюючих, дає змогу багатьом установам і торговельним організаціям своєчасно реагувати на всі виклики сьогодення. Один з основних факторів підприємництва – формування професійної мотивації студентів до майбутньої професійної діяльності, отже, важливим і актуальним є аналіз наукових підходів до формування професійної мотивації студентів.

Аналіз останніх досліджень і публікацій виявив, що проблеми формування професійної мотивації молоді до свідомого вибору професії торговельно-економічного спрямування у прямій постановці не досліджувалися, що й визначило актуальність теми та подальший напрям досліджень.

Метою статті є розкриття детермінант вибору професії студентами коледжу як умови їх ефективної адаптації в процесі професіогенезу.

Матеріали та методи. Використано широкий спектр загальнонаукових та спеціальних методів психологічних досліджень: узагальнення, порівняльний аналіз, систематизація отриманої інформації, контент-аналіз та ін.

Результати дослідження. Здійснено аналіз різних наукових підходів до формування професійної мотивації майбутніх фахівців торговельної сфери. Визначено основні передумови професійного розвитку особистості та формування мотиваційної готовності до майбутньої професійної діяльності. Проаналізовано погляди дослідників на передумови розвитку фахівця у ЗВО, що надає можливість розробити ефективні прийоми та методи для підвищення успішності професійного розвитку.

Висновки. Визначено, що в основу формування позитивного ставлення до професії покладено усвідомлення її соціально значущої мети. Саме за такої мотиваційної спрямованості професійні інтереси виникають і формуються швидше.

Ключові слова: студент, професійна мотивація, свідомий вибір професії, професіогенез.