

**Kislyak J.F.**

Features of the structure of educational motivation in conditions of high school education

Modern conditions of life form new demands in the market of educational services. In higher educational establishments a transition to new models of education which essentially change curriculums takes place, new specialities and courses, forms of organization of studies are entered, new pedagogical technologies, educational standards are inculcated.

The problem of motivation of various kinds of activity (including educational) is one of the most developed in contemporary pedagogical psychology and remains thus one of the most difficult and actual, what is connected with many-sided and versatile nature of such phenomenon as motive. Motivation of any activity has complex, multilevel system and the educational motivation is not the exception.

The majority of researchers of a problem of educational motivation (V.D. Shadrikov, D.B. Elkonin, V.V. Davidov, O.S. Grebenyuk, A.K. Markova) converge in opinion, that the educational motivation is the general name for processes, methods, means of prompting an educated to productive cognitive activity, active mastering of content of education. The educational motivation allows a developing person to define not only a direction, but also ways of realization of various forms of educational activity, to involve the emotional-willed sphere. It is significant multifactor determination causing the specificity of educational situation in each time interval [1].

The analysis of native psychological researches on a problem of motivation of educational activity has shown presence of whole spectrum of concepts of structure of motivation of educational activity. As most widespread it is possible to name:

- concept of social and cognitive types of motives of education (L.I.Bozhovich, N.G.Morozova, H.p. Slavin): wide social motives of learning and cognitive motives, i.e. directly connected with content of educational activity. Both types of motives, social and cognitive, are necessary for prompting an activity of learning [2].
- concept of external and internal motivation (P.Y. Galperin, P.M. Yakobson, V.F. Morgun, V.I. Chirkov, etc.). External motivation is not connected with the educational activity itself; in this case the activity of a trainee is directed on relations with other people, definition of position in collective and so on, that is sense and value gains not the activity itself, but only that what is connected with it. Internal motivation is generated by educational activity itself, provides activity of a pupil in learning new, in mastering the ways of acquiring knowledge [2].

The comparative analysis of features of the structure of educational motivation of schoolboys and the structure of educational motivation of students of high schools has revealed a number of specific features. Thus, in number of researches it has been shown, that change of motives of educational activity of students is influenced by



professional type of high school, gender and age, intellectual and personal peculiarities of students, level and degree of students' inclusion in educational activity.

In particular, specific features of the structure of educational motivation of students were revealed by comparison of motives of learning of students of the state and non-state high schools (M.G. Rogov, M.M. Sokolov, O.V. Gavrilova, L.R. Yarullina). They have found out that among students of non-state high schools social motives of learning (choice of prestigious speciality, reception of "recognized" diploma, etc.) prevail [3].

Researches of O.A. Chadenkova [4] have shown that, on the average, among students of technical high schools level of motivation of educational activity is higher than among students of humanitarian high schools.

The special place in a number of researches of motives of educational activity of students is occupied with researches of educational motivation of cadets and students of high schools of barracks state. Specific feature of these high schools is that the educational process is not a unique kind of activity of cadets. It is closely connected with realization of official duties (orders, watches) by cadets, and from the first year of education cadets and students are drawn into a process of comprehension of elements of chosen profession, being as much as possible brought nearer to real conditions of life after termination of high school. Despite of this circumstance, researches of B.V. Ilkevich, V.A. Polomarenko, V.V. Boldyrev, I.Y. Anashkin [5] showed, that among many cadets of military institute an interest to chosen profession and learning was temporary and unstable and during the education the general and military-professional motivation dies away among 56 % of cadets of 1-4 degrees.

It is necessary to note, that the structure of motivation of educational activity among cadets of military educational establishments is not a static formation, but it changes during the term of education. I.I. Brinko [6] has revealed that dynamics of the structure of motivation of education of cadets differs from the data received in conditions of civil high schools: firstly, in polarization of internal motivational orientation (in result and in process), and, secondly, in stable increase of intensity of motivational orientation on troubles' avoiding.

In opinion of Mamaeva N. A. "... The model of formation of educational motivation of students of high schools possesses the following attributes: activity (ability of model to transform the object with regard for external and internal conditions); purposefulness; systemness (system consisting of components: purpose, contents, didactic processes, means of organization of activity; contingent of participants and organizers of activity); structureness (consists of components interconnected among themselves); dynamism (enables to trace an occurring of changes at various stages of process); flexibility (supposes changes in organization in case of change of conditions of an occurring process); sequence (transition from one stage to another, each of which, in turn, contains a number of consecutive actions on formation of educational motivation of students of high schools); controllability (model is operated from organizers of process of formation of educational motivation of students of high schools)" [7].



In result of theoretical analysis of the problem of motivation of educational activity in high school it is possible make the following conclusions:

1. Motivation of educational activity at high school is a complex psychological phenomenon, management of which in educational process demands regard of its structural organization, dynamism.
2. Educational motivation is characterized by complex structure, one form of which is the structure of internal (in process and result) and external (award, avoiding) motivations.
3. Factors influencing the structure of educational motivation are versatile and multileveled (gender, age of trained, their personal and cognitive features, form and structure of education, etc.)

The Literature

1. Merlin V.S. Structure of personality: character, abilities, consciousness: Manual. Perm: PGPI, 1990
2. Bibrikh R. R., Vasilyev I.A. Features of motivation and aim formation in educational activity of first-years students // Vestnik of Moscow university. Series 14, 1987, v. 2. pp. 20-30.
3. Yarullina L.R. Value orientation of students of non-state higher educational establishments // Applied psychology, 2002, №5/6, pp. 140-144.
4. Chadenkova O. A. Studying and formation of motivation of educational activity of students // Theory and technique of continuous professional education. Materials of reports of Russian scientific and methodical conference. Tolyatti: TSU, 2002. v. 2, pp. 176-179.
5. Ilkevich B.V., Polomarenko V.A., Boldyrev V.V., Anashkin I. Y. Professional and educational motivation of cadets of air-defence // University education and regions: Theses of reports of the international scientific and methodical conference. Perm, 2001, 348 p.
6. Brinko I.I. Features of formation of motivation of educational activity of cadets of military high school. Vestnik of IHS of Ministry of Internal Affairs of Russia, 1997, № 1, pp. 67-73.
7. Mamayeva N.A. Formation of educational motivation of students of technical high schools: Abstract of the thesis of Candidate of pedagogical sciences. G. Novgorod, 2007, 22 p.