

Studying and Choosing a Future Profession by a Student

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Abstract

This article states that studying the motives for choosing a future profession and the dynamics of learning motives in the process of mastering a specialty makes it possible to adjust learning motives and influence the professional development of students. The desire for success may be based on a special personality trait - the desire to test oneself or affirm the value of one's personality, or the desire to achieve a socially significant result, the desire to create something necessary for people. Youthful maximalism also has a great influence on the professional aspirations of young people.

Keywords- *motivation, behavior, human activity, process of formation, future professional, especially important, motives for educational and professional activities, students, mobile system, independently, not consciously enough, socio-psychological, youthful maximalism.*

INTRODUCTION

Motivation is the main driving force in human behavior and activity, as well as in the process of forming a future professional. Therefore, the question of the motives for students' educational and professional activities becomes especially important. Motives are a mobile system that can be influenced. Even if the student's choice of future profession was not made entirely independently and not consciously enough, then by purposefully forming a stable system of motives for activity, one can help the future specialist in professional adaptation and professional development. Studying the motives for choosing a future profession and the dynamics of study motives in the process of mastering a specialty makes it possible to adjust study motives and influence the professional development of students. The effectiveness of the educational process is directly related to how high the motivation for mastering a future profession is. The formation of professional intentions is influenced by the socio-psychological characteristics of young people, their interests, abilities, attitude to work, past experience, social environment, and interpersonal relationships. The focus on continuing education may be determined by the level of aspirations, self-esteem, and the desire to succeed. The desire for success may be based on a special personality trait - the desire to test oneself or affirm the value of one's personality, or the desire to achieve a socially significant result, the desire to create something necessary for people. Youthful maximalism also has a great influence on the professional aspirations of young people. Young

people do not recognize what seems gray and ordinary to them, and a young person can approach the choice of a profession with the highest standards. Focus on continuation learning from a school graduate is largely due to the inertia of experience. The fact is that teaching is a habitual activity for a schoolchild. Therefore, an institute or technical school is closer and clearer to him, and he imagines the learning process in an educational institution more clearly than working in a workshop or on a construction site. This is quite natural, since a schoolchild who has spent ten years poring over books finds it difficult to appreciate everything that goes beyond his immediate experience and beyond the educational process. Therefore, he most often chooses the activity for which he feels capable right now, that is, teaching. By the end of school, most students have completely objective motives for continuing their studies. They expect to gain knowledge, vocational training, higher education and a diploma. But at the same time, it is obvious that many are guided by formal motives that do not have a direct focus on learning. Although the main reason for entering a university or technical school is interest in the chosen profession, salary and prestige are no less important. Learning motivation consists of students' assessment of various aspects of the educational process, its content, forms, methods of organization from the point of view of their personal individual needs and goals, which may or may not coincide with the goals of learning. We conducted a number of studies and identified some features of student learning motivation. Using the methodology for studying the motives of educational activity (A.A. Rean, V.A. Yakunin), we compared the motives of educational activity among university and college students. For college students, the most significant motives in their studies are to ensure the success of their professional activities and the desire to become a highly qualified specialist. These motives occupy the first two places. In third place was the motive for obtaining a diploma. Motives related directly to learning, mental activity, personal growth and obtaining intellectual satisfaction occupy the last positions. Read more University students are primarily guided by the motive of obtaining a diploma. No less important for them are the motive of acquiring deep and lasting knowledge and the desire to become a highly qualified specialist. In third place in the system of learning motives is the desire to ensure the success of future professional activities and the desire to successfully study at a university. Thus, the motives for studying among college and university students have significant differences. The leading educational motives for students of a higher educational institution are pragmatic motives (obtaining a diploma of higher education), cognitive motives, and also motives of professional and personal prestige. Students of a secondary specialized educational institution in their studies are guided primarily by the motives of professional development. The pragmatic motive is less significant for them, which is apparently due to the lower prestige of secondary specialized education. In addition, college students are practically not guided by the motives of obtaining and deepening knowledge, obtaining intellectual satisfaction, and developing their abilities and skills. Among those students who have entered universities or colleges, many have not yet finally decided what they would like to become. The reason for this is the discrepancy between the idea of the profession that brings school graduates to a university or college, and the real, actual content of this profession. The randomness of professional self-determination can lead to difficult experiences, disappointments in the chosen profession and severe internal conflicts. The expectation of greater freedom compared to school and a weak awareness of one's responsibility for learning, combined with the expected complexity of the material, do not contribute to the success of learning. Here there is a clear discrepancy between the real educational process and the mythological ideas of schoolchildren both about studying at a university and about working in their chosen specialty. It is clear that such a discrepancy leads to various problems in later life. There are the following types of educational motivation for students: professional motives (to gain a profession), cognitive motives (to acquire new knowledge and gain satisfaction from the learning process itself), pragmatic motives (to have higher earnings), social motives (to benefit society), motives of social and personal prestige (to establish oneself and occupy a certain position in society and in a certain immediate social environment in the future).

The psychological characteristics of students' educational activities change during the process of studying at a university. The first year is characterized by high-level indicators of professional and educational values, which act as motives governing the educational activities of students. At the same time, professional values and teaching values are somewhat idealized, since they are determined rather by an understanding of their social Fifth year students find a way out in obtaining a second higher education. Thus, fourth-year students are more motivated to study at a university than first-year students. First-year students have not fully formed the motives for educational activities at the university. Fourth-year students, compared to first-year students, more consciously master knowledge and professional skills, understand the value of higher education, and attach great importance to the formation of professionally important qualities. The motivation of students to study at a university undergoes some changes throughout their studies and has its own dynamics from course to course. The educational achievements of strong students are determined to a greater extent by psychological factors (features of motivation, self-organization, activity, etc.), while the educational results of weak students mainly depend on external factors (the level of organization of the educational process, the quality of teaching). One of the factors that complicates the professional development of young people is the fear of starting work, which is expressed in doubts about their professional competence, as well as abilities, skills, knowledge

CONCLUSION

At student age, there are often disappointments in professional and life choices, a discrepancy between expectations and ideas about the profession and the reality of mastering it. Those young men and women who have not chosen a profession well thought out often have difficulties in the future: one cannot cope with his studies, another is disappointed in his specialty, a third doubts the correctness of his choice of university. I.S. Kohn argues that by the senior year the number of students who are not satisfied with their chosen specialty does not decrease, but grows. This can be explained by various reasons, including the level of teaching at a particular university, the discovery of shadow sides of the future specialty that the student did not see. According to A.A. Reana, despite the fact that shortly before graduation, satisfaction with the profession is the lowest, the attitude towards the profession itself remains positive. The student period, giving a young person time to comprehend the most important issues of choosing his own life path, can stimulate his development and thereby reduce the severity of subsequent life crises, but can also help consolidate an infantile position, fear of future adult life and one's own independence. In this regard, one of the main tasks of vocational training is professional literacy, competence and personal development of young people.

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