Motivation Of Pedagogical Students In The Conditions Of Competence-Based Approach

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Abstract

This scientific article is devoted to the study of the motivation of students of pedagogical direction in the context of the competence-based approach. The article discusses the importance of motivation as a factor in the successful learning and development of students, and also discusses the features of motivation in teacher education. The main attention is paid to the influence of the competence-based approach on students' motivation. The competence-based approach involves the development of not only knowledge and skills, but also the competencies necessary for successful pedagogical activity. This approach stimulates students, as they see the practical significance of their knowledge and skills.The article offers practical recommendations for the development of the motivation of students of the pedagogical direction in the conditions of the competency-based approach. Among them are the creation of a motivating educational environment, the provision of opportunities for independence and creativity, as well as individual support for students.The study of the motivation of students in the pedagogical direction is relevant in the light of modern requirements for the professional training of teachers. The results and recommendations of this article may be useful for teachers, administration of educational institutions and students who are striving for the effective development of their professional motivation.

Introduction. Student motivation plays a key role in the educational process. In modern conditions of a changing world and a developing education system, the effective motivation of students is becoming an increasingly relevant and important task. The formation of professional motivation contributes to the positive attitude of students to the chosen specialty, their gradual and painless inclusion in independent educational activities. Interest in one's work is an important condition for the development of professional abilities. Therefore, professional motivation can also be considered as a moral property of the student's personality, the presence of which contributes to the development of professional value orientation. Low satisfaction with the profession sharply reduces the effectiveness of professional activity, in most cases it causes staff turnover, which leads to negative economic consequences. In particular, this applies to students of the pedagogical direction, since their role in the future will be to educate and educate a new generation.One of the relevant approaches that affect the motivation of students is the competence-based approach. The competence-based approach is a special technique used in the construction of the educational process as a way of competence formation [1].

Psychological competence is one of the basic components (along with general cultural, subject-methodological) professional competence of a modern specialist [2].This approach is focused on developing students' competencies that enable them to apply knowledge and skills in real situations. As part of the competency-based approach, students become active participants in the educational process, acquire the skills of self-organization, self-assessment and independent work, which helps to increase their motivation.Motivation of pedagogical students can be defined as a set of psychological processes and states that guide and support their activity and tension in teaching pedagogical activity. It is a key factor influencing the difficulty and effectiveness of student learning.The motivation of students of the pedagogical direction affects their active learning, the desire to achieve success and self-develop in their profession. The main goal of motivation in this context is to develop students' interest and

independence in mastering the knowledge and skills necessary for their future professional activities.The learning process at the university and effective ways to improve it directly depend on the motivation of students because motives are the driving forces of the process of learning and assimilation of the material. Motivation for learning is a rather difficult and ambiguous process of changing the attitude of an individual both to a separate subject of study and to the entire educational process. At the same time, the motivation for learning depends on the characteristics of the individual and the social roles of the individual [3].

Competence-based approach in teaching a student involves a complex transmission of knowledge, practical skills and abilities from a teacher to a student, with the formation of their professional competencies, the education of a qualified worker of the appropriate level and direction, competitive in the labor market, fluent in his specialty and oriented in related fields of activity, ready for continuous improvement [4].The competency-based approach contributes to the formation of students' beliefs in their ability to successfully perform insufficiently structured tasks and solve problems in the pedagogical field. This creates a favorable environment for the development of students' motivation and activity. As competencies develop, students begin to realize the importance and practical value of the knowledge they acquire, which leads to the strengthening of their motivation.

The purpose of the study- studying the motivation of pedagogical students in the context of a competency-based approach and develop practical recommendations for increasing and supporting motivation in the process of their learning. The study was conducted on the basis of Pedagogical College of Kyrgyz State University. I. Arabaeva.

For assessing the orientation of students to pedagogical activity, we took as a basis the well-known methods of T.I. Ilina and A. Rean.The purpose of the methodology "Motivation for learning at a university" (T.I. Ilyina) is to identify the prevailing motives for studying at a university. There are three scales in the methodology: "acquisition of knowledge" (desire to acquire knowledge, curiosity); "mastery of a profession" (the desire to acquire professional knowledge and form professionally important qualities); "obtaining a diploma" (the desire to acquire a diploma with the formal assimilation of knowledge, the

desire to find workarounds when passing exams and tests).The method, modified by A. A. Rean and V. A. Yakunin, consists in studying the motives of students' educational activities. In this study, the methodology is used to study the hierarchy of motives for the educational and professional activities of psychology students and to identify the most and least significant motives in it.The technique involves ranking the following motives according to the degree of significance for the subject, from less significant to more significant:

- Become a highly qualified specialist
- Obtain a diploma
- Successfully continue training in subsequent courses
- Successfully study, take exams for "good" and "excellent".
- Permanently receive a scholarship
- Acquire deep and solid knowledge
- Always be ready for the next class
- Do not start studying the subjects of the educational cycle
- Keep up with fellow students
- To ensure the success of future professional activities
- Fulfill pedagogical requirements
- Achieve the respect of teachers
- Be an example for fellow students
- Gain the approval of parents and others
- Avoid judgment and punishment for poor academic performance
- Get intellectual satisfaction.

The term "motive" means inducement. According to I.V. Gladkaya professional motivation is the attitude to the learning process as a means of achieving professionally oriented goals [5]. A.N. Leontiev notes that motivation is what drives the system of human activity under certain conditions [6]. B.I. Dodonov singles out such structural components in motivation as pleasure from the activity itself, the personal significance of its result, etc. [7]. M.J. Gelogaeva refers to the structural components of the motivational complex the following elements: interest in the future profession, the desire to become a highly qualified specialist, to benefit society, to fulfill a duty to parents, etc. [6]. The learning process at the university and effective ways to improve it directly depend on the motivation of students. motives are the driving forces of the

process of learning and assimilation of the material. Motivation for learning is a rather difficult and ambiguous process of changing the attitude of an individual both to a separate subject of study and to the entire educational process. At the same time, the motivation for learning depends on the characteristics of the individual and the social roles of the individual [8]

Building models "Motivational profile"

For obtaining empirical data in order to analyze the dynamics of students' motivation in the learning process, we conducted a survey of junior and senior students, according to which the corresponding motivational profiles were built, represented by sets of average self-assessments of the subjects. The results of empirical data processing are shown in figures 1 and 2.
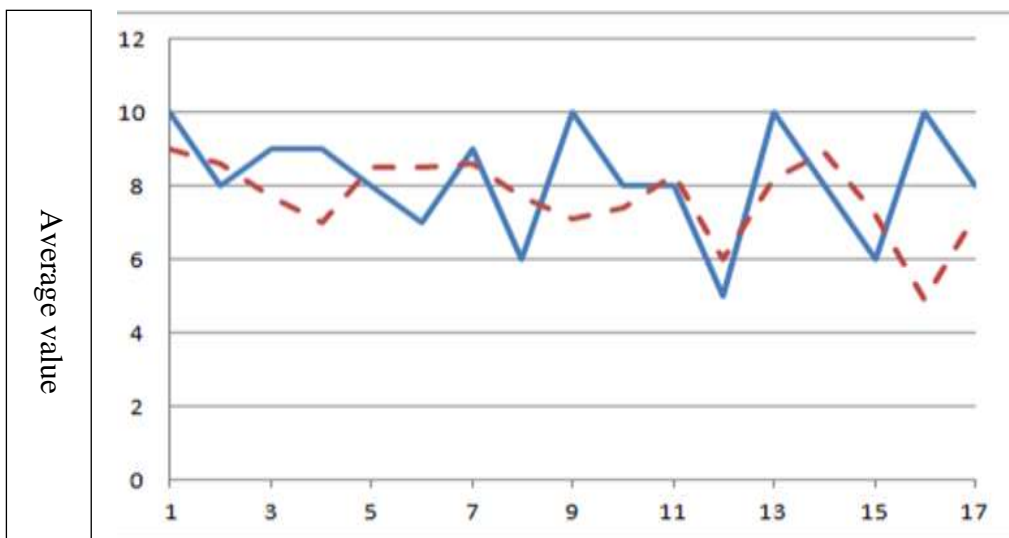

Pic. 1. Motivational profiles of 1st year students (solid line) and 3rd year students (dashed line)

As can be seen from Figure 1, students of the 1st and 3rd courses have significantly changed the values of the 9th factor (the presence of a situation of success in learning). For first-year students, it is more important than for undergraduates. The values of factor 12 (the presence of a high sense of responsibility inherent in the profession) have practically not changed, and factor 16 (the advice of parents or friends) has lost its relevance for 3rd year students.

Modeling the dynamics of the motivational complex

Empirical data obtained during the survey of students were used to observe the dynamics of the motivational complex. For this purpose, histograms were used, built by sorting the

self-assessments of the subjects from the maximum to the minimum values (Fig. 2 and 3).
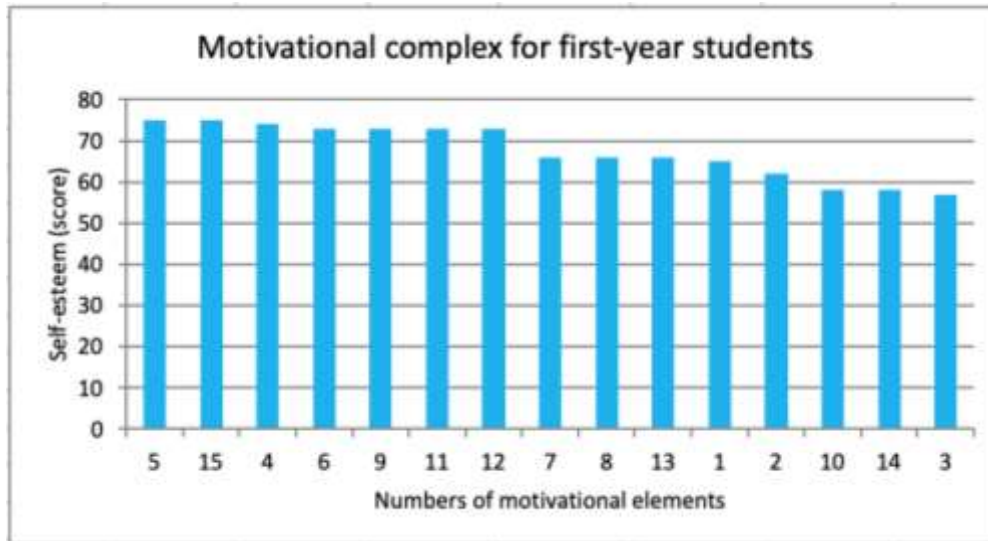
Pic. 2. Histogram of subjects' self-assessments (1 course)
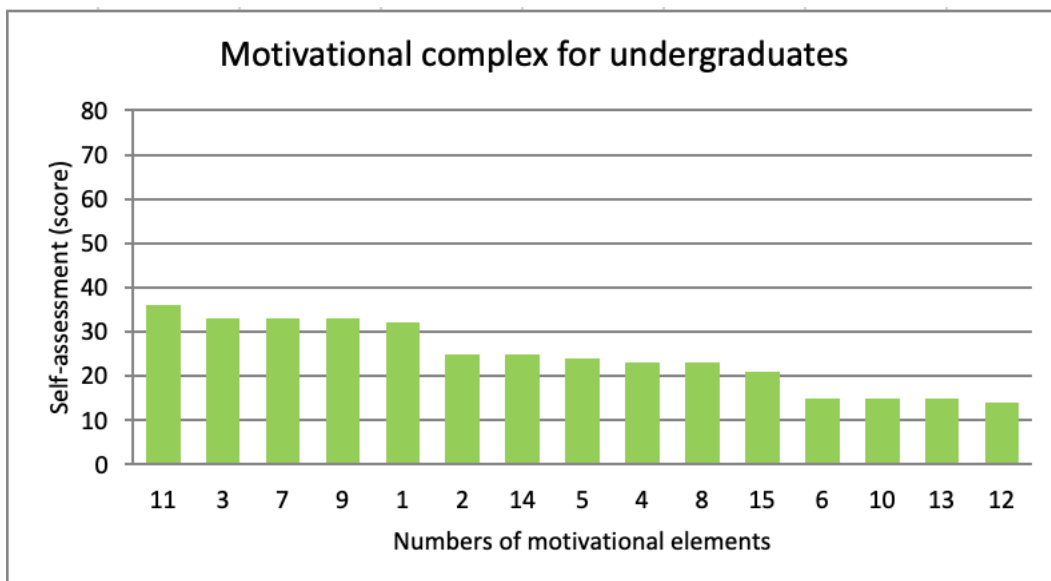
Pic. 3. Histogram of self-assessments of the subjects (3 course)

Result and discussion.

As can be seen from Figure 2, the dominant motivational orientation of the personality of a 1st year student towards learning is self-orientation: "satisfaction of moral and, in the future, material needs." In second place is the focus on business: "all academic disciplines need to be studied equally deeply." On the third - again the focus on oneself, associated with low self-esteem "I think that my friends are able to study better than me." Such a prioritization

indicates a lack of awareness among first-year students of the importance of the profession.

Figure 3 shows that the dominant motivational orientation of the personality of a 3rd year student towards learning is the focus not only on himself, but also on his family "my parents are good professionals, and I want to be like them". In second place - focus on the future "I firmly believe in the correct choice of profession". On the third - also focus on the future "it is very important for me to have a diploma of vocational education".

A comparison of motivational complexes shows that all elements of the motivational complex are most intensively manifested among first-year students, and their priorities, to one degree or another, are aimed at acquiring knowledge. Senior students are more realistic goals for their professional education.Currently, one of the main tasks in the educational sphere is the need to form competitive specialists who are ready for the process of self-realization in the profession [9]. The relevance of the research topic is determined by the successful work of the world scientific community to improve the efficiency of educational systems, which is recorded in terms of qualitative and quantitative indicators, including indicators of the implementation of the competency-based approach in teaching. The presence of competencies characterizes the motivational ability of a person to acquire knowledge that allows them to act effectively in a professional environment [10].

Conclusion. In conclusion, the study of the motivation of pedagogical students in the context of a competency-based approach makes it possible to identify the main factors that affect their motivation and readiness for professional activities. A competent approach has a significant and positive impact on the motivation of students, providing them with practical significance and purposefulness in learning. It also promotes the development of self-reflection and self-discipline, which supports motivation and professional growth. Participation in real teaching practice and continuous professional development, which are characteristic of the competency-based approach, also stimulate students' motivation.Conducted research showed that in the motivation of educational activities of junior and senior students of the Pedagogical College of KSU named after I. Arabaeva, there are differences, characterized by a change in the values of the structural

elements of motivational complexes, which indicate the process of development of the student's personality, and are aimed at achieving the goals.In the light of these results, it is recommended to develop and implement practical measures and mechanisms to support and strengthen the motivation of students in the pedagogical direction. It is important to create an educational environment that actively supports and stimulates motivation, for example, through the organization of practical classes, mentoring, career planning and development, as well as opportunities for students to actively participate in professional communities and share experiences.Further research in this area may offer a deeper understanding of student motivation and effective strategies to support it. The training and development of these strategies can contribute to a more successful formation of future teachers who will be highly motivated, professional and willing to apply their knowledge and skills in practical teaching activities. Thus, attention to the motivation of pedagogical students and its support is an important aspect of modern teacher education.

Practical recommendations

Based on the study and the analysis presented, the following set of recommendations is proposed to increase the educational motivation of students in the pedagogical field in the context of a competency-based approach:

1. Develop interesting and meaningful learning materials: Given the importance of interest in the subject to motivate students, teacher training schools should strive to create learning materials that will interest and engage students. This may include the use of different formats, case studies, interactive teaching methods and innovative technologies.

2. Support for students and the development of their self-esteem: Pedagogical universities should create a student support system, provide them with mentoring and regular feedback on their learning activities. It is also important to create conditions for the development of students' self-esteem, allow them to be aware of their successes and achievements, and encourage them to self-reflection and self-development.

3. Practical education: The gradual introduction of practical training, internships, teaching practice and the use of problem-based learning will allow students to see the

connection between theory and practice, which will increase their motivation and future professional readiness.

4. Setting Attainable Goals: Organizing the learning process with specific, measurable, achievable, relevant and time (SMART) goals will help students recognize their progress and develop action plans to achieve it. It also helps to increase the degree of self-regulation and motivation.

5. Creation of a supportive learning environment: The development of a supportive learning environment based on interaction, cooperation and mutual respect contributes to the formation of a positive atmosphere and strengthening the motivation of students. Welcome and encourage independent and collaborative learning, organize group projects that allow students to develop communication, cooperation and leadership skills.

6. Regular monitoring and evaluation of students' learning motivation: To effectively support the learning motivation of students, it is necessary to conduct regular surveys and analyze the results. This allows you to identify the characteristics, problems and needs of students, adapt programs and teaching methods, taking into account their motivation.

7. Career Guidance: Giving students the opportunity to become familiar with different areas of teaching and get insights from professionals in practice can help them identify their professional interests and goals. Organization of career events, meetings with alumni and practicing educators, as well as professional orientation and counseling will help students make an informed decision about their career and maintain motivation throughout their studies.

8. Development of autonomy and self-regulation: The gradual development of skills for independent learning, planning and control of their learning process will help students become more autonomous and active participants in their learning activities. Teacher training schools can include self-regulatory learning methods in their curriculum, train students in time and task management skills, and develop their reflection and self-esteem.

9. Continuous improvement of the quality of education: To maintain high motivation of students, continuous improvement of the quality of education and training in pedagogical universities is required. The provision by teachers of high-quality, relevant teaching materials, a variety of teaching methods, feedback, as well as the

development of professional competencies of teachers will contribute to the effectiveness of the educational process and student motivation.

10. Long-term planning and monitoring of the process of competency formation: In order for students to have a clear goal and see their progress in developing competencies, it is necessary to develop long-term learning plans and regularly monitor their implementation. Pedagogical universities can regularly conduct program evaluations and analyze feedback from students to adjust the educational process and set new challenges and goals.

The implementation of these recommendations will increase the motivation of students in the pedagogical field, which in turn will contribute to a better assimilation of educational material, the development of competencies and the formation of future successful professionals in the field of education.

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