

A. Lushchyk

Research supervisor: O.M. Savychenko,

Candidate of Psychological Sciences,

Associate Professor

Zhytomyr Ivan Franko State University

Language tutor: T.V. Lytnyova,

Candidate of Pedagogical Sciences,

Associate Professor

THEORETICAL MODEL OF DEVELOPING PROGRESS MOTIVATION OF STUDENTS WITH DIFFERENT PROFESSIONAL EXPERIENCE

Adolescence is a period of one's personal and professional self-determination. That's why the role of the development of young people motivation at this time increases greatly. Modern psychology pays special attention to studying progress motivation as person's desire to succeed [2]. The motivation for progress is realized in person's desire to make efforts for having best results in that sphere which is considered to be the most important and significant [1].

We paid special attention to the relation of students' progress motivation to their experience of professional activities and we made a suggestion that the students with different professional experience would show their progress motivation both in educational and professional activities quite differently [3].

The students' motive for success as certain desire to get some knowledge, skills and abilities in their educational activities prevails in the motivation structure of those who lack some professional experience. Instead of this the motive to get some progress as well as the motive to avoid failure is completely absent (or excessively reduced) in one's professional activities.

We expect for the sharp lowering of the motivation for educational activities due to the lack of time and reduction of the educational activities. We also hope for the

predominance of the motive to avoid failure in professional activities due to the uncertainty as to the ordered number of professionals.

	Lack of professional experience	Availability of labour experience not by profession	Availability of labour experience by profession
Professional motivation	<ul style="list-style-type: none"> Both the motive for success and the motive for avoiding failure are absent or too lowered 	<ul style="list-style-type: none"> The motive for avoiding failure prevails because of uncertainty in one's own professional necessity 	<ul style="list-style-type: none"> The motivation for progress prevails due to the availability of professional labour experience
Educational motivation	<ul style="list-style-type: none"> The motive for success as a desire to get any knowledge, skills or abilities prevails 	<ul style="list-style-type: none"> A sharp lowering of the motivation for the educational activities due to the lack of time and the reduction of educational activities 	<ul style="list-style-type: none"> The motivation to succeed is situational (it increases while studying the disciplines of professional training cycle and decreases when studying the disciplines of the general training cycle)

Pic. 1 Theoretical model of the development of progress motivation of students with different professional experience

Students with some experience of work by speciality have the motivation to succeed in both spheres – educational and professional. However the progress motivation will have a situational character in students' educational activities.

Thus the experience of professional activities contributes to the development of professional motivation but it can slow down the manifestation of progress motivation in education. It should be noted that the theoretical model is based on the analysis of scientific literature and piloting researches. The empirical substantiation of the given assumption is based on the studies on the motivation structure of students with different labour experience.

References

1. Гордеева Т.О. Мотивация достижения: теории, исследования, проблемы. – М. : Смысл: Академия, 2006. – 336 с.
2. Хекхаузен Х. Мотивация и деятельность / Х. Хекхаузен. – 2-е изд. – СПб. : Питер; М. : Смысл, 2003. – 860 с. – (Серия "Мастера психологии").
3. Савиченко О.М. Вікові особливості регуляції поведінки спортсменів у юнацькому віці / Ольга Савиченко // Психологічні перспективи. – 2008. – Вип. 12. – С. 134-142.