

V. Parkhomenko,
*Ph.D. in Economics, professor of basic economic
disciplines Department, Dean of the Finance and Credit
Faculty the National Academy of Statistics, Accounting
and Audit*

THE CURRENT PROBLEMS OF THE STUDYING MOTIVATION OF THE STUDENTS OF THE ECONOMICS

The problem of conscious choice of profession and training motivation has been studied by Ukrainian (I. Zhadan, O. Zadorozhnia, L. Serdiuk, L. Mikheieva, A. Polyakova, V. Tretyachenko).

The purpose of our article is to reveal certain connections between profession choice motives and studying motivation of students who intend to become future economists. The general motivation concepts of the educational activity were used for the analysis of motives. It was also determined that the students' motivation significantly differs from that of school pupils due to the age gap and other factors. The activity of students should be classified as educational and professional on the basis of which the professional motivation forms.

The needs, motives and studying goals have already been represented in the form of a structure which shows generally the student's activity in the studying situation: the concentration on the object – acquisition of the information about the sense of the need – the realization of the need (choice of the motive) – the determination and right perception of the goal – studying actions – the following acquisition of the information for the farther correction of studying action – the acquisition of the result, its evaluation and emotional attitude.

During the research the complex methods were used including 'The Training motivation questionnaire' (M. Alekseeva), 'The Morphological Test of Life Values' (V. Sopov, L. Karpushina). The sample included 340 university students of economics.

Analysis of students' motivational sphere revealed the dependence of their training motivation on their motives for professional choice. Thus, 34% of the respondents had social and value motives for professional choice (humanistic values of the profession, strong interest in the profession, the desire to be useful to people and society, etc.), the pragmatic motives for professional choice were found in 49% of the students (social prestige, social identification, career prospects), and the profit-seeking motives for professional choice (obtaining personal benefits after graduation, personal well-being, good employment opportunities) were shown to be in 17% of respondents.

The investigation also found positive correlations between the respondents' index of professional choice and their training motivation ($r_s = 0.151$, $p < 0.01$) as well as significant differences between professional choices of students of different economic major sandy ears of studies.

The results of the research allowed making differences between motives of choosing the future profession by students of different economic specializations.

Table
1

The comparative analysis of the motivation of students of different specializations (% of the total number of respondents)

Specialization	Social and value motive	Motive Pragmatic	Profit-seeking motive
Accounting and Audit	12	19	7
Finance and Credit	13	20	7
Economic cybernetics	4	5	2
Applied statistics	5	5	2

The indicators of the social and value motives of the professional choice are the following: («Accounting and audit» (12%), «Finance and Credit» (13%), «Economic cybernetics» (4%), «Applied statistics» (5%).

The pragmatic motives for the professional choice are «Accounting and Audit» (19%), «Finance and Credit» (20%), «Economic cybernetics» (5%), «Applied statistics» (5%).

Profit seeking motives of the professional choice constitute the following results: «Accounting and Audit» (7%), «Finance and credit» (7%), «Economic cybernetics» (2%), «Applied statistics» (2%).

The analysis of the official statistical data of the contingent movement states they early exclusion rate, particularly what concerns first-year students in compare on to graduating students.

The inadequacy of students' motives becomes the reason of their underperformance either during the period of entrance or the education process itself. If the motivational factors of subject's educational process do not improve the quality of the education, it is necessary to help him to form them. The understanding of the crucial role of the educational motivation conditioned the necessity of implementation of the principle of the motivational provision of the educational process, that means the goal-oriented formation of the motivation of the educational-professional activity.

The main factors of the formation of the motivation for the education of young students:

1. The humanization of the educational process.
2. The personality of tutor and his professional qualities.
3. The social value of the profession which will intensify the inner motivation for the further education and future professional activity.
4. The social and professional role of the discipline studied in the professional practice and the life activity of the personality.
5. The usage of the modern technologies in the educational process (professional activity modelling, presentations, the use of game and project methods, visualization of the education)

6. The systematic diagnostics of the motivation of education and the dynamics of the personal advancement of young students, their understanding of the significance of the social value of the chosen profession.

Theresearchfindingscanbeusedforthepurposesofthefurtherdevelopmentoftheprofessionalorientation, the formation of the student's motivation and the further professional activity of the students of the economic specialization.

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