

The Study of Student's Motivation for Future Professional Activity

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Abstract: In the process of globalization, internationalization of the economy and business advances, higher education faces new tasks – development of motivation of students for future professional activity. The topicality of the research reveals *the motivation of students is consider as an intellectual value, able to increase human capital*. The aim of development of student's motivation during the process of professional preparation in higher educational institutions is on implementation of acquired knowledge, skills and attitude in professional activity in changing conditions of economy. Modern production's sectors require from students *the ability to ensure competitiveness of products and services, be highly qualified and independent in realization and improvement of their own professional competence*. The methodology of the issue of the development of motivation of students based on theoretical methods, data collection methods, data processing methods in SPSS, conditioned by *crucial economic, social, scientific significance for facilitating actualization of pedagogical potential*. It forms *the need in training of competent specialists, demanded in the conditions of modernization and innovative development of society*. The results of the research are reflecting on the dynamics development of motivation of students and in comparative analysis, based on Kruskal – Wallis test among respondents (students, teachers, employers). The *disclosure of results allows to reveal significance of research based on the Criteria and results of descriptive statistics (mean) for identification of the dynamics of indicators of motivational criterion for generalization practical recommendations on modernization professional preparation of students on specialization in HEI*.

Keywords: motivation, students, professional activity, professional preparation, competence, university education.

Introduction

Consideration of the problem of development of motivation of students for future professional activity is on the base of professional preparation of specialists on Design, on specialization Clothing design. Background of the problem is in requirements of modern productions, which are focused on multidisciplinary specialists, able to solve a wide range of tasks on the basis of universal competencies.

The topicality of research is in study students' motivation for future professional activity. Analysing the definition Index of creativity, in our opinion, a modern fashion designer should be able to and know everything – it is necessary need to stimulate future fashion designers to learn to work in the production of clothing hot couture and clothing for special purposes (Danilane, Lubkina, Lubkins, 2007), from hats, accessories in the sphere make up, buyer (Holmes, 2013), image maker (Seo, 2009), as well as navigate in the design environment (Zhanguzhinova, Magauova, Nauryzbaeva, 2016). It is necessary to raise the level of art-graphic, spatial and volumetric, structural and technological knowledge (Rauhvargers, 2009). Raising the issue of the problem of fashion designer students' preparation in higher education, today, we should expand the boundaries of narrow profile specialty autonomy because of globalization in all spheres of socio-economic relations has resulted in the development of new technologies (Freeman, 2002). The aim of the article in construction of new paths of higher education in the training of specialists in the field of fashion design. The stated purpose can allow to develop students' project-oriented strategic thinking, rather than the skills of applied artisans.

Currently, artistic specialties produce professional artists, with a various special differentiation. When graduates getting into the society, they cannot adapt because of insufficient preparation for the "harsh realities" of modern life. In the process of obtaining one-sided highly specialized development for four to five years of study at the university, an empirical vacuum is formed unconsciously. Conventionally, this process can be compared to the artificial conditions, getting into the real environment, alumni are not always able to adapt in profession due to lack of systematic skills.

The purpose of the formation of socially-demanded expert in the conditions of higher educational institutions (HEI) today is the formation of a new model of the designer, with the attitude of the local cultural traditions and the new economic areas and an interdisciplinary design. The specifics of creating the conditions for the modernization of the educational process of specialization Fashion Design, is the close relationship of structuring scientific-theoretical basis with analysis of the modernization of the production process in the new economic conditions of society. *In this regard, the research problem is defined as* insufficient development of criteria for motivating students in the specialty Fashion design.

The research object is motivation of students.

The subject of the study is the development of the criteria for motivating students for future professional activity.

The aim of the research is determination of requirements for development motivation of students for future professional activity.

Methodology

The research of the international experience on professional preparation of students on specialization Clothing design revealed hypothesis of the investigation, that motivation stimulates students to assessment of competence on the base of knowledge, skills and attitude, which forming personal need in improving interest in specialty through the opportunity of choice of *direction of education* through mechanisms of *organization of training* influenced by *sectoral innovations* and *education paradigm*, based on modernization of *education standard*.

The study started in 2008 in Kazakhstan and finished in Latvia in 2018. The number of respondents 137 third year students on specialization Clothing design, 26 teachers and 22 employers: students, teachers, employers of countries: Kazakhstan, Latvia, Lithuania, Great Britain.

The experiment results and the dynamics of student's motivation development for future professional activity were held two questionnaire stages: ascertaining and controlling (Table 1).

Table 1

Questionnaire stages

Stages	Questionnaire stage content
Ascertaining stage	Carried out among 107 students of the 3rd study year (control and experimental group) from five higher education institutions of Kazakhstan, with the aim to detect levels of formedness of motivation at the ascertaining stage of the experiment.
Controlling stage	Carried out among 185 respondents divided in three groups: students, teachers, employers in countries: Kazakhstan, Latvia, Lithuania, Great Britain, with the aim to trace the dynamics of the motivation in different settings of phased motivation.

Carried out ascertaining stage allowed to identify initial preparation of enrolees. Integration of the proposed motivation criteria into the research, based on the Methodic on the Formation of Professional competence, will allow to identify the effectiveness of professional preparation process of students in specialization of Clothing design, according to the results of two conducted survey stages.

Research methods

- *Theoretical methods:* analysis of scientific literature; analysis of normative documents.
- *Data collection methods:* questionnaires (for students, teachers, employers).
- *Data processing methods in SPSS:* descriptive statistics (mean); Kruskal – Wallis test; Wilcoxon test; Mann – Whitney U – test; Kendall Tau b test.

The development of cognitive and social motives is set as the foundation of awareness of the importance of profession (Curzon, 2009). Students' self-expression defines motives, which revealed on the base of development of the creativity in organization of training (Freeman, 2002). Many European schools of design, in particular in the British education system are focused on students' self-education and self-learning. This methodology provides a productive result in cognitive activities, the formation of motivation in self-development and education of students.

The stimulation of interest towards the development of social characteristics of a personality provide professional communicativeness (Holmes, 2013; Cohen, Manion, Morrison, 2007) forms the desire of students to achieve success in activity (Adubra, 2014), based on sectoral innovations. For example, the program of Cincinnati University (USA), academic training in classrooms and studios are combined with industrial practice (Seo, 2009). As a rule, students work out in a design firm or corporation for one out of the three semesters. This program provides students with a sense of personal confidence and maturity, which incorporates social and practical experience.

Development of motives is based on methodology, which influences the mechanisms of the process of professional preparation on the basis of education standard (Curzon, 2009). The level of Professional competence formedness depends on the typology of motives based on education paradigm (Zhanguzhinova, Magauova, Nauryzbaeva, 2016).

Updating the content of Design education should be approached as to form of motivational attitude to the subject of activity, which is expressed in the category of responsibility to create an environment. In the process of teaching S.D. Seo (2009) offers to students-designers to realize the concept of "man - design - environment", which is regarded as a detailed design program covering three main areas of activity: the formation of motivational attitude and consciousness, the development of practical skills (Seo, 2009). Necessity of successful fulfilment of set tasks defines the motives (Danilane, Lubkina, Lubkins, 2007) through self-development, which define adequate assessment system (Creswell, 2014). On the basis of the theoretical research, presented above the Methodic of Formation the Professional Competence of the students in specialization of Clothing Design was developed, what allowed to reveal indicators of Motivational criterion (Table 2).

Table 2

Motivational criterion

№	Indicator name
1.	<i>Interest in specialty</i> Depends on students' personality motivation, develops interest in specialty, forms the prestige in professional environment.
2.	<i>Gnoseological need in raising the level of self-education, qualification</i> Development of natural, psychological, moral instincts of a personality stimulates the need in widening the horizon, raising of social status of a specialist.
3.	<i>Awareness of the importance of profession</i> Students' understanding of the importance of profession in further professional activity and development of active life attitude of future teacher in design
4.	<i>Creativity</i> Synthesis of internal psychological state with external creative expression forms the expression of author's signature – style, project and style preferences, work forms and techniques, based on creative growth, self-realization ideas.
5.	<i>Social characteristics of a personality</i> Development of professional, personal qualities of students, based on moral psychological satisfaction with a completed project/order or material reward for the labour, adequate creative activity assessment system.
6.	<i>Communicativeness</i> Is expresses as an awareness of the necessity to broaden the area of professional interests, communication spheres, social status, understanding of specificity of project-oriented pedagogical process in the segment of social services that provides the services for the needs of society, production sectors, clusters.
7.	<i>Adequate assessment system</i> Ability of a person to sensibly assess activity processes on the basis of the parameters: experience, comparative analysis based on induction and deduction. Expressed as an orientation of a specialist in the specificity of profession, possession of analytical assessment apparatus, formed by a broad spectrum of knowledge and professional growth, practical work experience, communicative characteristics of a personality – skills to compare personal achievements with the level of preparedness of other persons.

The research of theories revealed, that the introduction of the indicators of Motivational criterion in professional preparation of students in HEI can help to reveal problems and their solutions through dynamic links of Methodic of Formation of Professional competence:

- “sectoral innovations” in education;
- “education standard” of professional preparation in HEI;
- “education paradigm” in training of specialists;
- “mechanisms of process” of pedagogical process;
- “direction of education” in HEI;
- “organization of training” in pedagogical process.

Results and Discussion

For a better representation of dynamics and contentive description by the basic statistical indicators, descriptive statistics (mean) were applied. The results of two questionnaire stages are systematized in Excel programme and processed in SPSS programme. The analysis is conducted on motivational criteria.

Using the results of statistical analysis with all seven motivational criterion indicators, consequent positive dynamics (Figure 1), (Table 3) and dependence on dynamic links is identified:

- interest in the specialty; dynamic link No.5 – direction of education;
- gnoseological need in raising the level of self-education, qualification; dynamic link No.2 – education standard;
- awareness of the importance of profession; dynamic link No.1 – sectoral innovations;
- creativity; dynamic link No.1 – sectoral innovations;
- social characteristics of a personality; dynamic link No.3 – education paradigm;
- communicativeness; dynamic link No.3 – education paradigm;
- adequate assessment system; dynamic link No.6 – organization of training.

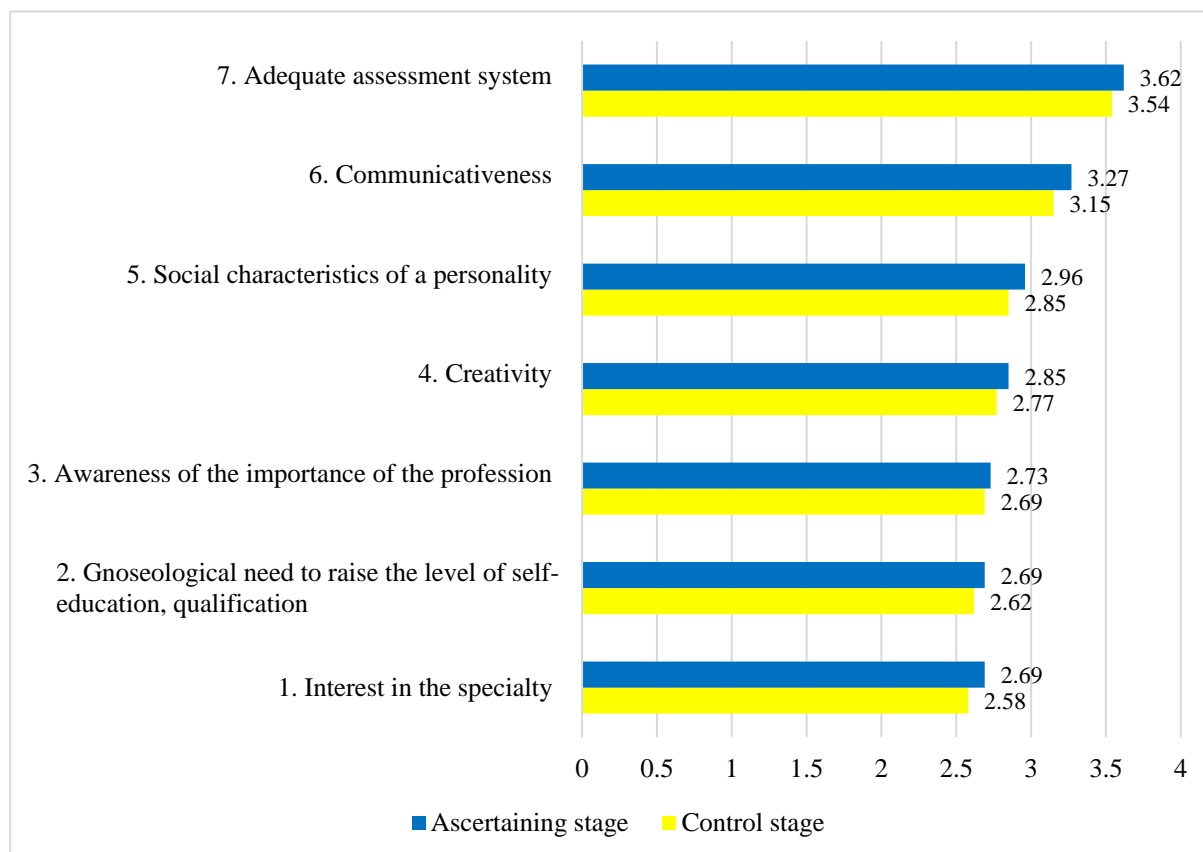


Figure 1. Dynamics of the indicator of motivational criteria.

Table 3

The results of descriptive statistics (mean) for identification of the dynamics of indicators of motivational criterion (n=26)

Code	Indicators of motivational criterion	Mean
MLK1_1	Interest in the specialty	2,69
MLK1_2	Interest in the specialty	2,58
MLK2_1	Gnoseological need to raise the level of self-education, qualification	2,69
MLK2_2	Gnoseological need to raise the level of self-education, qualification	2,62
MLK3_1	Awareness of the importance of the profession	2,73
MLK3_2	Awareness of the importance of the profession	2,69
MLK4_1	Creativity	2,85
MLK4_2	Creativity	2,77
MLK5_1	Social characteristics of a personality	2,96
MLK5_2	Social characteristics of a personality	2,85
MLK6_1	Communicativeness	3,27
MLK6_2	Communicativeness	3,15
MLK7_1	Adequate assessment system	3,62
MLK7_2	Adequate assessment system	3,54

The analysis of motivational criterion is provided below (Table 4). The comparative analysis, based on Kruskal – Wallis test, showed that, according to the respondents (students, teachers, employers):

- statistically maximum significant differences are identified in the following indicators of motivational criterion: *creativity* ($p=0.000$); *social characteristics of a personality* ($p=0.001$); *communicativeness* ($p=0.000$);
- statistically very significant differences in the criterion indicator: *interest in the specialty* (0.009);
- statistically significant differences in the criterion indicator: *awareness of the importance of profession* (0.025).

Table 4

Statistical significance of differences of motivational criterion indicators among the respondents (students, teachers, employers) of different countries

Code	Indicators of the assessment criteria	p	Highest score (Mean Rank)	Respondents	Lowest score (Mean Rank)	Respondents
MLK1	Interest in the specialty	0.009	46.79	students	67.91	employers
MLK3	Awareness of the importance of profession	0.025	46.75	students	66.07	employers
MLK4	Creativity	0.000	43.22	students	75.80	employers
MLK 5	Social characteristics of a personality	0.001	44.48	students	72.32	employers
MLK 6	Communicativeness	0.000	38.28	students	69.42	teachers

Creativity, according to the students, has the highest score (Mean Rank 43.22), while the employers identified the lowest score (Mean Rank 75.80). It shows that the students highly value their Professional competence and are independent in the expression of their creative potential, use variable methods (Creswell, 2014), approaches, principles, professional conditions in the types professionally-pedagogical activity for lifelong professional self-development. The employers assessed creative potential of students sceptically.

Students have the highest score (Mean Rank 38.28) of communicativeness, while with the lowest score is identified among the teachers (Mean Rank 69.42), which shows that a search for new professional

contacts, people with similar interests, exchange of opinions, creative ideas, acquiring of new circle of like-minded fellows, potential environment for further professional development and employment is important for the students. It is related to the professional need in competence development, based on the exchange of knowledge, skills, attitude. The teachers assessed the communicativeness of students lower.

Social characteristics of a personality have the highest score among the students (Mean Rank 44.48), while the employers identified the lowest score (Mean Rank 72.32). It indicates that the expression of personal attitude and responsibility during the application of Personal competence at all design stages and in all types of professionally-pedagogical activity is important for the students. According to the employers' opinion, it characterizes students' weak expression of social characteristics of a personality in Professional competence during the conduction of professionally-pedagogical activity.

Interest in the specialty has the highest score among the students (Mean Rank 46.79), while the employers identified the lowest score (Mean Rank 67.91). It shows that interested, motivated attitude towards the specialty is important for the students, promoting professional lifelong intellectually cognitive self-development, variability, activity, development of creative potential. The employers defined weak motivated attitude of students towards the specialty, which does not form the interest.

Awareness of the importance of profession has the highest score among the students (Mean Rank 46.75), while the employers identified the lowest score (Mean Rank 66.07). It characterizes students' conscious awareness of the realization of acquired knowledge, skills, attitude, which promote all processes in the further professionally-pedagogical activity. According the employers, it defines a weak motivated attitude of students towards the specialty.

According to the results of the second questionnaire, the effectiveness of the implementation of the Methodic on the basis of Modular education programme is identified among the respondents (students, teachers, employers) on the following indicators of motivational criterion: gnoseological need in raising of the level of self-education, qualification; adequate assessment system. It identified the dependence on regularity of content goal and dynamic links: education standard, organization of training.

Based on Kruskal – Wallis test, the comparative analysis of the indicators of motivational criterion among the respondents (students, teachers, employers) identified the lowest score in: interest in the specialty; awareness of the importance of profession; creativity; social characteristics of a personality; communicativeness. It identified vulnerability in dynamic links: sectoral innovations, sectoral innovations, education paradigm, education paradigm.

In the pilot experimental research, a correlational analysis based on Kendall Tau b test was carried out on the indicators of the Criteria for the assessment of the Formation of Professional competence.

Correlation, which indicates an average interrelation, is identified between:

- interest in the specialty and design content knowledge as a subject of pedagogical process ($r=0.512$);
- gnoseological need in raising the level of self-education, qualification and design content knowledge as a subject of pedagogical process ($r=0.518$);
- social characteristics of a personality and communicativeness ($r=0.505$).

Therefore, the correlation identified the dependence on dynamic link: direction of education, education standard, education paradigm.

Conclusions

On the basis of the research and the comparative results analysis of the student's questionnaire indicators, based on Kruskal – Wallis test, statistical significance of differences is identified: in motivational criterion – awareness of the importance of profession, interest in the specialty, adequate assessment system. The effectiveness of the implementation of the Methodic on the basis of Modular education programme is identified among the students from Kazakhstan on the indicators of motivational criterion: gnoseological need in raising the level of self-education, qualification; creativity; social characteristics of a personality; communicativeness.

Based on the comparative analysis of the indicators of the Criteria of the formation of Professional competence within the questionnaire of the teachers, based on Kruskal – Wallis test, statistical significance of differences is identifies: in motivational criterion – the effectiveness of the

implementation of the Methodic on the basis of Modular education programme is identified among the teachers from Kazakhstan on the indicators: gnoseological need in raising the level of self-education, qualification; creativity; social characteristics of a personality; communicativeness, adequate assessment system. As well as the lowest scores identified by the teachers from Kazakhstan: in interest in the specialty; in awareness of the importance of profession.

Based on the results of the questionnaire of students, teachers, employers and Kruskal – Wallis test comparative analysis of the indicators of the Criteria for the formation of Professional competence, statistical significance of differences is identified: in motivational criterion, the effectiveness of the implementation of the Methodic on the basis of Modular education programme is identified on the indicators of the questionnaires of students, teachers, employers: *gnoseological need in raising the level of self-education, qualification; adequate assessment system.*

However, they assessed students' interest in the specialty and awareness of the importance of profession, communicativeness as low. The lowest scores of motivational criteria are identified in: interest in the specialty; awareness of the importance of profession, dependent on vulnerability of dynamic link: direction of education, sectoral innovations, education paradigm. It characterizes low motivation of students in development of *communicativeness*, which allow to broaden the search for new professional contacts, people with similar interests, exchange of opinions, creative ideas, acquiring of new circle of like-minded fellow, potential environment for further professional development and employment. It is related to low professional need in the development of competencies, based on the exchange of knowledge, skills, attitude.

For the development of student's motivation for future professional activity necessary reconsideration of the professional preparation of students on specialization Clothing design in Kazakhstan's HEI. According to the provided research, the hypothesis was confirmed, what allow to reveal the following recommendations:

- to make additions to the normative framework (The State Compulsory Educational Standard of the Republic of Kazakhstan, Working curriculum, Working training programme) on the modernization of the approaches in training in HEI into the dynamic links **“education standard”** in preparation of specialists, what allow to influence into the **“education paradigm”**;
- the creation of the opportunity of self-sustained students' choice of training trajectory in HEI (according to the principles of Bologna declaration, students have the right to plan their training individually) in dynamic link **“direction of education”** can modernize **“organization of training”** on implementation of the forms of work for the adjustment of the organization of the process of the Formation of Professional competence;
- to make changes and additions into the dynamic link **“sectoral innovations”** in education:
 - in the aims and the content of theoretical preparation and practice on the basis of sectoral innovations in education for the realization of all competence types;
 - in the assessment of competencies on the basis of proposed motivational criteria for formation of the prestige of profession;
 - in content of the education programmes, which increase the scope for the acquisition of subject-oriented knowledge, skills, attitude and subject-oriented practical and profile orientation of preparation;
- to organize the pedagogical interaction of students, teachers, employers for the effectiveness of institutional education reforms in Kazakhstan on the basis of Bologna declaration;
- to create of flexible conditions for international academic mobility and planning of the content of education for sectoral needs in realization the Formation of Professional competence in educational and productive processes.

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