The issue of hierarchy and the psychological peculiarities of learning motivation of academic lyceums and professional colleges' students

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Currently, the Republic of Uzbekistan carries out intensive reforms of the system of continuous education and personnel training. The system of secondary professional education ensures specialists training with duration of three years in professional colleges. Professional college gives secondary specialized education within the educational standard, provides in-depth development of students professional aptitudes and skills, assures the acquisition of one or more specialties of the chosen profession (4, 5).

Update of all spheres of public life revealed the need to change the forms of individual training of young generation, they become more democratic and have a wide choice.

In laws "About education" and "National programme for personnel training" there are clearly defined the basic policies of our state in sphere of education, acknowledged the fact that they are based on universal values, historical experience, spiritual culture and the centuries – old traditions in the field of science and education. There is an active search for strategic ways of individualization and differentiation of training process in the educational system, ensuring a high level of their work in professional colleges. Socio-economic changes taking place in our society made the problems of education more actual (4, 5).

The main task of any society is to educate the socially-active personality. Deeply analyzing the socio-economical reforms and the problems of personnel policy, I.A. Karimov noticed that there is demand in strong government and high-qualified and morally mature staff. Realization of reforms of state and society's socio-economical development requires the creation of unique system of new generation staff training, without stereotypes of old thinking, it is important to construct a new

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system of education of spiritual, moral and professional upbringing, to work out qualitative new curricula and syllabus as well (1, 3).

In this regard, the problem of motivation and motives of behavior and activity is one of the mainstays in psychology. It seems very important to study the dynamics of professional training's motivation and its qualitative characteristics, so the object of study was chosen the motive of training and professional education in urban and rural areas of Uzbekistan.

The main motivation of school graduates has formed professional plan that includes both core and back professional intention. Consequently, the main purpose for school graduates is knowledge acquisition, which should ensure the admission to the planned education institutions.

L.S.Vygotsky pointed out that the profession choice is not only the choice of any profession, but also the choice of way of life, search of a place in society, it is the ability to analyze their capabilities, knowledge, abilities, to make decisions and act on the basis of consciously adopted intentions (i.e. motivational installation) referring to the future (12).

One of the important factors of forming motivation is mastering the profession in the process of professional colleges students' training are the followings:

1. State, society and enterprise's demands in highly-qualified specialists equipped with sufficient theoretical knowledge, practical skills for successful implementation of professional tasks in the explore the hierarchy and the psychological characteristics of educational motive in academic lyceums and professional colleges. In our view, using these techniques we can investigate the results which give us the opportunity to reveal the following seven motives:

   1) Motives of content
   2) Motives of interest
   3) Broad public motives
   4) Motives stipulating to be credible.
   5) Motives of achievement.

For some reasons, these five motives we ascribed to the positive category of motives.

   6) Motives of avoidance

7) Specific social motives

These last two motives we ascribed to the negative category of motives.
The basic idea of separation of these seven motives into two categories is to explore the hierarchy and the psychological characteristics of learning motivation in comparison of data of academic lyceums and professional college in urban and rural conditions.
For psychological experiment there were selected four education institutions: one academic lyceum and professional college in Tashkent city, one academic lyceum in Gulistan and one professional college in Bukhara region.
Experiments were conducted in 2004 among first-year students of pedagogical lyceum in Tashkent State Pedagogical University named after Nizami, Tashkent Pedagogical professional college in Tashkent city, one academic lyceum in Gulistan State University.
We have analyzed research results from the point of view of positive and negative training motives . Comparative analysis gives an opportunity to reveal the attitude of academic lyceums and professional colleges' students to training activity.
Positive and negative motives are revealed by using method of "Motives in training activity" (Ye.A. Rean) and are determined the tendency of using comparative analysis carried out.

If we look at comparative analysis of positive educational motives, it is obvious that there is a significant difference between urban and rural college, the difference was revealed in favor of professional agricultural college. This situation can be interpreted as follows: educational motives of students of rural areas are considered to be deliberate, as they are learning in order to solve the economic problems in their family.
According to our experiment data the choice of profession by students in rural areas can not happen so con ciousenessly, but under the influence of parents, as a result of imitation of their friends, by motives of "personal character"(60%). Urban students are also led by broad social motives, professional motives of "personal prestige" (20%).
Pragmatic motives ("getting diploma"), such as a good maintenance in both groups expressed almost equally (32% in urban, 34% in rural examinees).
At the same time it should be noted that in the transition from junior to senior

courses, the   indicator of professional and cognitive motives is increasing, but "pragmatic" motives workplace.

2. The national for personnel training where a personality is the main subject and object of training, consumer and producer of educational services (4, 5).
   It is emphasized the importance of personality's motivational component which performs several functions:
   - initial vocational guidance for youth, graduating from educational school (professionally orientated motives of motives of profession and educational institutions' choice);
   - a system of motives for getting profession, successful training to the future occupation, professionalization in the process of training in colleges;
   - self-regulation of behavior, communication and motivational status of personality in the group;
   - personality's self-education and self-development;
   - development of personality's creative abilities: the motivation of creativity and improvement in professional activities.

Proceeding from this we can conclude that the crucial role is played by personality's motivational sphere in order to master the profession successfully.

3. Labor market needs in the competitive frame, without inferioring to the level of preparedness and professional qualities of significant expertise in foreign countries.

Analysis of the literature on motivation shows that various aspects of personality's motivational sphere have been sufficiently widely and deeply studied in   national   and   foreign   psychology.   Person's   behavior,   activities   and communication are encouraged, directed and regulated by motivation – hierarchic set of motives that make up the motivational sphere of a personality. Motivational sphere of a personality means all available person's set of motivational entities: the motives, needs and goals attitudes, behavioral patterns and interests. From a development perspective, it is characterized by breadth, flexibility and hierarchy (6, 40).
   Hierarchy of motivational sphere is reflection in the person's   mind the

importance of a particular need, motivational attitude, and other motivational dispositions, in accordance with which, some are dominants in the formation of the motive, the others are subordinators; are used more often, the others - less often (20).

Motivation is a complicated, changing process of motive's formation (stimulates activity), (20) has different definitions. In general motivation can be considered as a complicated gradual regulator of person's life activity (20). Because of difficulty of learning "such regulator" there were appeared many approaches of understanding its essence, nature and structure. For example, M. Sh. Magomed-Eminov considers motivation as a process of psychological regulation of a concrete situation (20); I.A. Dzhidaryan thinks that motivation is a process of motive's activity and mechanism determining foundation, direction and ways of interpretation of activity concrete forms of realization (20); V.K. Vilunas comes to conclusion that motivation is a combined system of processes ensuring stimulation and activity (11).

There are also interpretations of motivations of motivation when it is coincided with the need (drive) (A. Maslow) (26) or with experience (SL Rubinstein) (31).

A.N. Leontiev in the context of this theory of motivation links it with the objective of what this requirement is specified in these conditions and that directs the activity, to inducing it (23, 24).

Ye. A. Rean considers motivation as more multilateral approach, in his view, motive are internal urge of a personality to a certain type of activity (work, communication, behavior), which satisfies a particular need (20).

Taking into account the above mentioned definitions of motivation it is easy to understand the multiplicity of approaches to its explanation and essence.

Now there are a few words about the types of motivation. Motivations can differ quantitatively and qualitatively: quantitatively they are divided into strong motives and weak ones. As it is known, motivation is the "power" of motives, but none of them is essential, since others also have a place in encouragement. For example, the main motive of training activities for the student may be the acquisition of knowledge, but at the same time, getting scholarship is not less important for him. In this situation, strong motivation is to obtain the knowledge, the weak is a scholarship. In accordance with the classic Jerks - Dodson's Law, who established the dependence of performance on the strength of motivation, once again confirms the idea that motivation can be strong or weak.

In qualitative terms, the motives are divided into internal and external. In this case we are talking about the motive's attitude to the content of activities. When activity itself is significant to a person (in training activities, for example needs in obtaining knowledge is satisfied), it is appropriate to speak of internal motivation. And when the other motives are significant for a person (such as scholarship, parent's punishment for bad schooling, etc.), then we can talk about external motivation. Internal motivation is extremely important, because "it is with cognitive motivation" (but not with the motivation of success) and associates the creative activity of a personality in the learning process (A.M. Matyushkin) (20). In the Western psychological literature motives determined by external conditions and circumstances are called external or otherwise the extrinsic motivations, the associated with the personal internal qualities: needs motives attitudes, interests, pursuits and desires are ones the intrinsic.

When we understand the essence of motivation, it is easy to detect its positive and negative structure of "desire and avoidance", "pleasure and pain". Thus, it is one more classification of motivation: positive and negative. It should be noted that the positive motives are more effective than negative ones, even in quantitative terms (in strength) they are equal. Indeed, the motives of success, achievement are always more efficient than the motives of avoidance or protection. Principle of bimodal motivation is manifested in all forms of human activity.

Now let's consider the training activity. Training activity as a special form of human activity has its own motivation. The fact that so far we have talking about the motives in general applies to the training motives. Training motives are those persuasive forces that internally encourage students to educational activity. The strength and quality of educational motives are the cause of effectiveness training of activities. As you know, for a long time scientists have linked the training activity and its success with the intellectual qualities of a personality. They believed that the students have more intellectual abilities, the more they are successful in learning activity. The results of recent psychological experiments indicate that a curious fact. Thus, in V.A. Mashkov's researches it is found that 'strong' and 'weak' students are different from each other in terms of intellectual abilities and motivation for learning activity. 'Strong' students have such positive internal training motives as the need to get profession, to gain a strong professional knowledge and practical skills. As for "weak" students, their academic

motives are external negative – such as fear of punishment for a bad schooling, for the deprivation of scholarship, etc. There is an interesting paradox: the success of training activity does not depend on the intellect of students, but on the internal, positive motives. In other words, a strong positive motivation performs a compensatory function in insufficient quantity of knowledge, skills, abilities, and without special abilities (20).

The importance of learning motivation in the success of training leads to the formation of the principle of motivation in the educational process (O.S. Grebenyuk) (20). All this confirms the importance of training motives in the success of training activity. We set ourselves the goal to remain a major of "weak" students.

In city motives of applying to professional college is the social significance of the profession and the wide scope of its application (47%), good maintenance of profession (42%).

Only 23% percent of students in rural areas and 29% of freshmen in professional colleges have orientation to master a profession, i.e. they indicated that they like the given profession.

Students' motives of academic lyceums and professional colleges in rural and urban areas to for other apply to there were not drastically different. Motives for entering there are: the opportunity to enter further a prestigious university (39% and 41%), the prestige of the institution (22% and 20%).

Less significant are such motives as raising the general level of intellectual and cognitive motives.

The experiment also has explored educational motives of students of professional colleges and academic lyceums. As the leading ones are identified "professional motives" and "motives of personal prestige", "pragmatic motives" and "cognitive motives" (28).

In terms of education reform, respectively, conditions are changing, white under the influence of changing socio-economic conditions the training motives of professional education are changing as well.

In order to study the psychological mechanisms there were conducted comparative experiments among students of professional colleges and academic lyceums, were explored motives of entering higher educational institutions is urban and rural conditions, indentified motives for entering the academic lyceums and professional colleges, which depend on over the last years of socio-economic and political changes in our country, as well as stable manifest motives, not losing their value

in different system of social order.

The main motives of entering professional colleges in rural areas are of great public importance to the profession, its prestige, the opportunity to work and live in the city, as well as proximity to home and good maintenance of profession.

Motives for entering academic lyceums and professional colleges in the city are also of great social importance for the profession, its prestige, good maintenance of to profession.

Such motives as social significance of the profession and its prestige are equally important regardless of respondents' place of residence.

Consequently, the mechanisms of forming prestige and social value of individual professions are matters for serious psychological research.

Addressing a differentiated approach to training in secondary special and professional colleges and academic lyceums allowed to explain the system of educational process in these institutions, to develop new forms and methods of future teachers' work, to formulate the scientific basis of differentiated organizing knowledge and skills, as well as made possible to develop differentiated quality standards for training future professionals.

The problem of individual differences of children and their differentiated education has been a matter for teachers and scholars for a long time, and is not only a socio-psychological and philosophical, but actual pedagogical problem. In recent years the problem of individualization and differentiation of the learning process is devoted to a series of pedagogical works.

Personalization is the realization of the principle of individual approach, an organization of educational process, taking into account the individual characteristics of students, which allows creating optimal conditions for the realization of the potential of each student.

Personalization of training is aimed to overcoming the contradictions between the levels of training activities, which determine the programs and the real possibilities of each student. Using the concept of "Individualization of learning" we mean in its practical study not absolute, but relative personalization.

One version of learning differentiation is grouping students based on individual features or complexes of these features for training by using various curricula and syllabus. In this way homogeneous classes (groups) are created.

The question of what form of individualization of education work appropriately,

homogenization, or generalization class, is under the debate all over the world.

In the context of learning personalization the concept of "differentiation" is based on the characteristics of the individual, his personal qualities. This is a special case of differentiation, so-called "internal differentiation". Need it more urgent that the heterogeneous class is the object of such differentiation. There are many opportunities for internal differentiation is a group and independent work. Pedagogy of differentiated approach is not referring to the adaptation of goals and content of training, education of individual students (objectives and content of education, training, determined by the society's demands, the state program - they re common to all), and adaptation of methods and modalities for these individual characteristics in order to develop a personality. Consequently, a differentiated approach to students of colleges and lyceums is an essential principle of education and training. Its implementation requires a private, temporary change of the immediate tasks and individual aspects of the content of educational work, the constant variation of its working methods and organizational forms I the light of the general and individual personality of each student. Differentiated approach to the learning process means effective attention to each student, his creative individuality in training system of compulsory education curricula and syllabus, requires a judicious mix of front, group and individual sessions to enhance learning and development of each student as well.

New understanding of the concepts of differentiation and personalization opens a wide field of activities for both teachers and students to create opportunities for the development of creative, targeted individual, aware of the ultimate goal, specific learning objectives, motivation for learning increases, forming a new progressive pedagogical thinking, the teaches should be exempt from pattern in the estimates and opinions on the abilities of students leaning to recognize the "outstanding achievements" and dark sides, preventing the maximum development success, as well as the obvious drawbacks to notice the positive things that can lead to optimal disclosure of the potential of students of professional colleges and lyceum s.*

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<Abstract>

The issue of hierarchy and the psychological peculiarities of learning Motivation of academic lyceums and professional colleges' students

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The paper examines the issue on hierarchy and psychological peculiarities of students' learning motives in academic lyceums and professional colleges. Besides it, comparative analysis is carries out on research results from the point of view of students' motives living in urban and rural life conditions. Ethno-psychological peculiarities of learning motives of academic lyceums and professional colleges' students are considered as well. A personality's motivational sphere plays an important role in mastering the professional successfully. A strong positives motivation performs a compensatory function in insufficient of knowledge, skills, abilities and without special abolitions. The experiment held in institutions of higher and professional education explored educational motives of students of professional colleges and academic lyceums. Initial motivation to study for students in rural area is of "personal character" (influence of parents, choice of friends) whereas the urban students are motivated by "personal prestige" factors. At the same time it is noted that in the transition from junior to senior courses, the indicator of professional and cognitive motives is increasing. The leading ones are identified as "professional motives" and "motives of personal prestige", "pragmatic motives" and "cognitive motives".

Identification of main forms of students' motivation to study enables us to organize educational process taking into account the individual characteristics of students, which allows creating optimal for the realization of the potential of each student.

Thus the author suggests the new personalized approach in training aimed to overcome the contradictions between the levels of training activities, witch determine the programs and the real possibilities of each student. The author identifies the concept of "individualization of learning" that means not absolute, but relative personalization and recommends grouping the students basing on individual of complexes of these features for training by using various curricula and syllabus. In this way homogeneous classes or groups are created.