

ANNOTATION

of the candidate's thesis work Doctor of Philosophy (PhD) in the specialty 6D010300 - Pedagogy and Psychology Mamekova Asem Tanirbergenovna on "The study of the psychological impact of motivation in the process of professional training students' personal growth"

Relevance of the research. The modern system of higher education in the country is being improved and renewed every year. In this regard, the main goal of professional education is to form and develop not only professional abilities, but also personal development of future specialists. For this purpose, it is necessary to create an environment in educational organisations that stimulates students' independence and responsibility for their professional and personal development. Due to the mass mastering of professions and the increase in demand for qualified personnel, the problems of professional self-determination during training, the need to analyze the motivational sphere in connection with the professional training of students, the study of motivation in the development of personal and professional qualities during higher education are relevant. The problem of studying motivation in vocational training in the context of complex socioeconomic relations in the society deserves attention.

At the present time in science the issue of insufficient study context of motivation influence on personal and professional qualities development is reflected in the works of many scientists, psychologists, such as V.G. Aseeva, T.O. Gordeeva, E.P. Ilyin, A.N. Leontiev, A.K. Markova, Y.B. Orlov, S.L. Rubinstein, P.M. Jakobson, etc. and foreign authors like A. Maslow, G. Allport, B. Skinner, L. Festinger, S. Freud, H. Heckhausen, etc. From the point of view of these authors, motivation is a set of stimulating factors that determine a person's activity and determine the direction of his or her activity. The complexity and multidimensionality of the problem of studying psychological influence of motivation in the process of professional training for students' personal growth determine the multiplicity of understanding of its essence, nature, structure, and functions of motivation.

The concept of personal growth is the result of a long historical and methodological development of psychology and psychotherapy, but it has not yet received deep scientific and theoretical research. There is no universally recognised scientific definition of personal growth, its implementation, the development of appropriate diagnostic methods and the rationale for proactive and supportive strategies remain relevant. The historical context of the development of ideas of personal growth is represented by the psychoanalytic approach (Z.Freud), culturally and sociologically oriented psychoanalysis (A.Adler, K.Horney), from the point of view of which personal growth, as an indicator of human mental health, performs protective and adaptive functions. Subsequently, representatives of humanistic (A. Maslow, C. Rogers) and existential views (D. Buchmental, I.

Yalom) focused on the value and semantic aspects of personality activity, situations, factors and psychological mechanisms that promote or block personal growth. As a rule, most authors in their works linked the concept of "personal growth" with the concept of "development", taking one away from the other, or called them "growth and development". For example, according to K. Horney, personal growth is the hereditary and inherent free development of the individual.

With the spread of the ideas of humanistic psychology in Russia at the end of the twentieth century, the phenomenon of personal growth began to be actively applied in various fields of practical psychology and social interaction. In modern Russian psychology personal growth is explained by researchers on the basis of the principle of self-development which is understood as a specific type of external and internal activity of an individual to create new in his/her experiences, attitudes and behaviour using social and psychological means (A.G. Asmolov, A.V. Petrovsky, S.L. Rubinstein). This principle is successfully implemented in counseling and psychotherapy, although different authors have different approaches to the issue of personal growth and development. Thus, A.F. Lazursky offers to consider personal growth as "the most important aspect of personal development in relation to successive mastering by a person of a number of individual abilities". I.G. Kokurina understands personal growth as "the results of specific activity of an individual, arising after an individual under the influence of external and internal stimuli creates something that goes beyond it as an independent path".

The theoretical methodological basis for distinguishing the concepts of "personality development" and "personality growth" is A.K. Markova's model, in which development is presented as a process of self-promotion that includes the unity of two opposite sides: 1) interiorization of external social factors, their assimilation and 2) exceeding of accumulated experience, formed skills, habits of personal qualities. This approach allows us to see the common and special in the concepts under consideration: along with the age rate of personality development within relatively stable stages of ontogenesis, the dynamics of personality inclusion in activities to solve problematic situations (incomprehensible to her before a certain age), when a personality faces two choices: either relations that do not allow to fully express themselves, change old ways of behavior, or remain at the same level, are shown. The main methodology for studying the process of personal growth is the modern paradigm of subjectivity with an emphasis on the active transformational function of the personality, where the researchers focus on the main ability of the individual - to produce interdependent changes in the world, in other people and in oneself. Based on the above, we define personal growth as a process of personality self-transformation by using personal life experience problem situations for own development on the basis of actively changing subjective activity. Theoretical understanding of the concept of personal growth is facilitated by an extensive practice of psychological counselling, person-centred individual and group psychotherapy, and psychological training to assist adults in personal and professional self-realisation.

Theoretical relevance of the study. Theoretical analysis has shown that motivation, being a subject of study of psychology, pedagogy, sociology nowadays, has quite a wide range of definitions. But all of them have one thing in common: motive is related to the activity of a person. The richness of a person's inner structure depends to a large extent on the activity of the individual, the activity determines his or her main direction. Therefore, in the society in which we live, this is becoming an urgent problem. Professional activity has had an enormous impact on the formation of personality, changing the conscious part of a person's life. At the present stage, most of the time in everyone's life is taken up by their professional activities. Theoretical analysis of the problem shows that the nature of motivation in the process of professional training is considered from several positions: some consider it as one particular motive of activity, others as a system of motives of this activity. If in the works of A. Maslow the notions of need and motive are equivalent, A. Derkach considers them as a process of need satisfaction, and according to E. Ilyin. P. motive is the subject of human need.

A research study by a group of scientists (Gordeeva T.O., Sychev O.A., Osin E.N., 2013) considers three approaches to the study of motives.

In B. F. Lomov's article "Educational motivation as an indicator of students' professional self-determination" it is noted that at student age professional learning motivation is formed under the influence of some features of a student, namely, the need for self-determination, orientation towards future and understanding of present; formation of social orientation of their activity, formation of citizenship; inclination to learn their own ideas about the world as a sum of cognitive and social motives. In his opinion, there are many negative factors hindering their formation in the process of professional training: lack of interest in future activity or profession being mastered, variability of training forms, undeveloped creative methods, education, authoritarianism of teaching staff, unstable social situation negatively influence motivation in professional training process for students' personal growth.

A narrow area of interest for us is the study of motivation - motivation to learning. Learning activities are governed by several motives that have a hierarchical structure. Some motives predominate - they determine learning activities, the structure of learning goals and their place in a person's system of values. Other motives occupy a subordinate position and create only additional learning aspirations. It is possible for the dominant motive to change during the learning process. This is due to a change in the learning activity and a change in attitudes towards it.

The study of the problem of professional self-development in psychology is represented by works on professional development, professional psychology, and professional aptitude. The thesis of many domestic studies is the idea of activity based definition of personal development, so a person is studied in terms of compliance with his/her profession and successful activity in it.

The problem of professional and personal development has a constant relevance, which is determined by the importance of professional activity in human life. Currently, domestic and foreign literature lacks a unified, holistic view of professional development of personality and achievement of personal development of a specialist at a high level of professionalism and mastery. Researchers fill it with a variety of contents depending on the object and purpose of the research. The analysis of psycho-pedagogical literature within the framework of the posed problem allowed us to conditionally divide the psycho-pedagogical research into two large groups - personal development and professional development of a specialist, achieving processes of integration plan (Wasserman D., Cheng Q., Jiang G X., 2005). At the same time it has been observed that the concepts of professional development are mainly focused on interpreting the psychological structure of the professional activity of specialists in different fields. The main focus is to study the changes in the development of its subject's activity as a system, occurring in the process of professionalization and training.

Methodological and theoretical foundations of the research - many psychological and pedagogical studies emphasize the important role of attitude in shaping the structure of a specialist's personality, clarifying his life opportunities and perspectives A. N. Leontiev, 1992; V. G. Maximov, 1994; L. B. Proskuryakova, 2000; L. I. Fishman, 2017; A. R. Fonarev, 2001, etc.

The study of works devoted to the problems of professional formation and development of personality shows that the main attention in the process of professional personality development is also paid by domestic researchers. For example, Kazakh scientists (Khmel N.D., Beisenbayeva A.A., Kargin S. T., Rysbaeva A. K., Zhampeisova K. K.) studied various aspects of the theory and practice of a unified pedagogical process in training future specialists. The issues of improving professional training of future specialists are studied in detail in the works of M. A. Kudaykulov, Sh. T. Taubaeva, B. A. Turgunbaeva and others. theoretical, didactic, methodological basis of professional training of specialists in higher education and formation of their professional training are studied in the works of Sh. Anasov, R.I. Burganov, K.M. Berkimbayev, I.A. Nabi, K.M. Kertayeva, M. Kurmanov, M.A. Ligai, M.S. Malibekova, G.J. Menlibekova, R.S. Omarova, R.B. Ismailova, S.M. Zhakupov, A.A. Aimagambetov and D.Dusenbekov where a series of studies on personality orientation to professional activity, motivational structure of professional activity were conducted. For example, Professor S.M. Zhakypov, N.K. Toksanbaeva considered the development of future specialists through cognitive work, F.S. Tashimova, G.M. Karibaeva investigated the motivational structure of professional activity; the features of professional orientation were studied in the works of E.K. Kalimbetova and others.

Thus, during the analysis of psychological and pedagogical literature and practical experience, studying the psychological impact of motivation in the

process of professional training for students' personal growth, we have identified a number of the following contradictions:

- changed conditions of professional activity due to socio-economic changes and unpreparedness of university graduates to solve the problems of professional activity;

- development of the theory of professional training of specialists, a high degree of elaboration in pedagogical theory of a sufficient number of approaches to the organization of professional education and unrealized named approaches in the formation of university students' readiness for future professional activity in the university environment.

These contradictions determined the problem of the dissertation research, which consists in insufficient theoretical development of motivation as an internal factor in the development of personal and professional qualities of students at the educational stage in higher education institution. The theoretical and practical importance of this problem predetermined the relevance of the chosen topic of dissertation research. In this regard, taking into account the relevance of the problem and its insufficient elaboration, we formulated the topic of the scientific research as "Studying psychological influence of motivation in the process of professional training of students' personal growth".

Object of the research: psychological characteristics of students' motivation in the process of professional training in personal growth.

Subject of the research: conditions for the formation of directional motivation in the process of students' professional training for personal growth.

Research objective. To reveal theoretical foundations of pedagogical psychological motivation of students' professional training in personal growth, to study and analyse peculiarities of formation of professional training motivation.

The main objectives of the study:

1. to study the problem of increasing activity levels in the mechanisms of motivation, analysis of psychological theories of professional training in the personal growth of students in Kazakhstani and foreign studies.

2. to identify and practically study the peculiarities of pedagogical psychological applied possibilities of professional training motivation in the personal growth of students.

3. to define the criteria and conduct empirical research on the features of motivation formation in the process of professional training.

4. to develop recommendations for enhancing the psychological impact of motivation in professional training for students' personal growth.

5. developing students' personal growth through motivation and conducting empirical research on step-by-step change.

6. The implementation in practice and in the workplace of the results of specially organised work on the development of motivation for vocational training in the personal growth of students.

Forecast of the research.

Main assumption: if the peculiarities of students' motivation during professional training in personal growth are introduced into practice, the problem of professional education is theoretically defined, the structure of motivation, priorities of external and internal motivations in professional activity are determined, then the professional education of students will be productive, as the content of professional training in higher education has a significant impact on the formation of students' professional motivation.

Accordingly, several empirical assumptions have been made:

- 1) to make proper use of students' motivation in personal growth and to develop it by specially organised psychological trainings, programmes, which allow to effectively improve its formation and professional training in different social environments.
- 2) the influence of motivational factors on students' job satisfaction is significantly higher.
- 3) there is a close connection between personal value orientations and motivation in personal growth.
- 4) there is a close relationship between students' achievements in higher education and value preferences in personal growth, which make up the structure of motivation achievement.
- 5) the satisfaction of personal growth needs is closely linked to high-level needs.
- 6) there is a close relationship between the level of self-development and professional and pedagogical activity.
- 7) The impact of self-esteem on the realisation of personal growth goals.
- 8) the role of learning motivation in higher education institutions is quite high.

Scientific novelty of the study.

1. For the first time in Kazakhstani psychology, the motivation of professional training in the personal growth of students was examined and the possibility of developing fundamental and applied knowledge was created.
2. Kazakhstani psychological science determines the level of professionalism in personal growth, the study creates a psychological structure for students' management of their orientations, attitudes, self-esteem and values that are formed in different social contexts.
3. With the help of theoretical analysis of the research goal, the motivation of professional training in the personal growth of students was revealed for the first time and its structural content was revealed in practice.
4. Based on the results of the study, obtained in conjunction with the leading principles of psychology - determinism, the unity of activity and consciousness and theory and practice - a concept of motivation for professional training in personal growth was created.

5. For the first time, a special curriculum complex of the discipline "motivation of personal growth and professional training" was proposed and experimentally applied to the system of education in higher education.

6. "Educational-methodical manual psychology of personal growth and motivation" was published by the decision of the methodological department of al-Farabi Kazakh National University (RUMS). In addition, developmental work on personal growth motivation and professional training was carried out; psychological trainings and new learning technologies were conducted.

7. Recommendations for enhancing the psychological impact of motivation in professional training for students' personal growth have been developed.

The points put forward for research defense:

1. The psychological foundations of professional training motivation in the personal growth of students are revealed.

2. the criteria for the formation of motivation in vocational training are defined.

3. Relying on Kazakhstani and foreign experience, the prerequisites for the formation of motivation and recommendations for increasing its impact are formulated.

4. The results of an experimental study of psychological peculiarities of the formation of professional training motivation in the students' personal growth were obtained.

5. Developed a module of specially organized psychological training on motivation in the process of professional training for personal growth of students.

6. The author's work program has been worked out that develops the psychology of personal growth and effectiveness of motivation, the results of which have been successfully implemented in psychological practice.

Information sources for the study. In the course of the study, scientific works of domestic and foreign pedagogues, philosophers and psychologists, materials of periodicals, materials of international and national conferences dedicated to the topic of the research are used.

Research methods and methodology. At the first stage of research theoretical methods of research are used: analysis, generalization, comparison, generalization, systematization and grouping. At the second stage, annotation, outlining are used; at the third stage-historical-retrospective, historical-statistical, comparative-identifying research methods. It is important to choose the right methods with the purpose of psycho diagnostic study of the influence of motivation on professional development of personal growth of students by experiment. To implement this goal, we have chosen the following techniques:

1. My personal development" methodology for studying students' activity in self-development activities (S. S. Kunkiewicz).

2. The Herzberg's motivational test.

3. Diagnosis of the real structure of personal value orientations (S. S. Bubnova).
4. S. A. Pakulina's methodology "students' motivation for success in higher education".
5. Maslow's motivational test.
6. Diagnostics of the level of self-development and professional and pedagogical activity (L. N. Berezhnova).
7. Self-esteem in the realisation of personal life goals (N.R. Molochnikov).
8. T. I. Ilyina's Methods of studying the motivation of learning in higher education institutions.

Practical value of the research: the results of the study can be used as a theoretical and empirical basis for improving the system of professional education of students in higher educational institutions from the quantitative to the qualitative level; as a psychological condition of the influence of the content of professional training on the positive formation of professional motivation of future teachers - psychologists; as comparative information of psychological research of professional motivational sphere of future specialists in higher educational institutions.

In addition, the methods used in the experimental study can be used in schools and colleges to improve the professional competence of students and the quality of the educational process.

Approbation and publications on research work: conclusions, theoretical and practical results of research work were discussed at international conferences and in scientific publications. Twenty one papers were published in the course of the study. Among these, two articles were published in the journals included in the Scopus database, four articles in scientific journals recommended by the Committee for Control of Education and Science of the MES, three articles in the RISC, ten articles in the materials of organized and international scientific - practical conference of Kazakhstan, two national scientific - practical conferences:

1. A Meta-Analysis on the Impact of Gamification over Students' Motivation (Scopus) Journal of Disability Diagnosis and Treatment Vol 9,4-2021
2. Application of innovative technologies at higher school: experience and prospects of the Republic of Kazakhstan - (Scopus) Revista ESPACIOS. ISSN 0798 1015 Vol. 39 (Nº 49) Year 2018.
3. The influence of motivation on the development of students personal and professional dualities. Opcion-UdZ- Opcion (ISSN10121587-Venezuela Scopus) 2019-2020y , Año 35, Nº Especial 20 (2019):2899-2921
4. The importance of new technologies in the training of future educational psychologists. Science and Life of Kazakhstan. International Scientific Journal, December, Astana-2019, p. 422-426.

5. Psychological influence of motivation during professional training on students' personal growth. Science and Life of Kazakhstan. International Scientific Journal-May, Almaty-2019, p. 161-164.

6. Theoretical investigation of motivation in the process of professional training for students' personal growth. Bulletin of Kazakh National Pedagogical University named after Abay. Psychology Series No.4 (61) Almaty, 2019, pp. 96-99.

7. Studying the influence of creativity on pedagogical tolerance and lack of tolerance of teachers and students. Bulletin of Kazakh National Pedagogical University named after Abay. Series "Psychology" № 4 (65) Almaty, 2020. p. 2125.

8. Formation of students' motivational attitudes towards future professional activity. RISC (PGDI) Innovative approaches in modern science - Collection of articles on materials of LIV International Scientific-Practical Conference №18(54) Moscow, Publishing house "Internauka", September 2019,38-43p.

9. The study of psychological influence of motivation in the process of professional training on students' personal growth. RISC (PGDI) Research Journal "Diary of Science" No.11 December-2021.

10. Peculiarities of motivation in the process of professional training for personal growth of students. Materials of the international scientific-practical conference "Rukhani Zhangyru - the basis of dynamic development of Kazakhstan". Zhetysu State University named after I. Zhansugurov. I. Zhansugurov, Taldykorgan-2018, pp. 301-304.

11. The role of learning motivation in students' professional training. Kazakh University of International Relations and World Languages named after Abylai Khan. International scientific-practical conference "Modernization of education system: trends, problems and prospects" in the framework of the implementation of the national idea "Rukhani zhangyru". Almaty - 18 October 2019, P. 349-355.

12. Motivation in the formation of professional competence of future teachers. Zhetysu State University named after I. Zhansugurov. I. Zhansugurov, International scientific - practical conference "Youth - the driving force of education, science, society". Taldykorgan 25-26 October 2019, P. 207-211

13. A study of the structural organization of the motivational sphere of personality. Materials of the International scientific and methodical conference "State and prospects of development of domestic and world psychology", dedicated to the 70th anniversary of Professor S.M. Zhakupov. Almaty, May 30, 2020, pp. 284-287

14. Theoretical Foundations of Motivation in Foreign Psychology. Materials of the International Scientific-Practical Conference "Problems of Quality of Modern Education and Rukhani Zhangyru - A Look into the Future" - December 18, Vestnik "Kainar" #4/2, Almaty-2020, P. 15-20.

15. A renewed education system - a pedagogical process. Materials of the International Scientific-Practical Conference "Problems of quality of modern education and rukhani zhangyru - A Look into the Future" - December 18, Vestnik "Kainar" #4/2, Almaty-2020, pp. 24-27.

16. Modern school supplementary education - national psychology-direction of spiritual modernization. Materials of the international scientific - practical Conference "Problems of quality of modern education and Rukhani zhangyru - A Look into the future" - December 18, Vestnik "Kainar" #4/2, Almaty-2020, p. 63-66.

17. Characteristics of motivation of educational activity in personal growth of students. Phd. Of geographic sciences, professor of pedagogy and psychology Orazbekova K. A. Materials of the international scientific-practical conference "The role of national psychology in solving scientific problems of humanity", dedicated to the 80th anniversary of her birth. Almaty 2021, pp. 116-119.

18. The study of motivation in the process of professional training of students. Materials of the international scientific-practical online conference "Independence Way: reference points and prospects" of Zhetysu University named after I. Zhansugurov. Taldykorgan October 29, 2021.

19. Motivation of students' learning activity: theoretical and methodological aspects. Materials of international scientific-practical conference "Problems of quality of modern education and Rukhani Zhangyru - a glance into the future" - 18th of December, Vestnik "Kainar" №4/1, Almaty - 2020, p. 70-74 (p. 73-74).

20. The influence of motivation in the process of professional training on students' personal growth. Materials of the Republican scientific-practical conference "Preparing future educators in modern educational conditions" Zhetysu University named after I. Zhansugurov. I. Zhansugurov, Taldykorgan-2021, P. 261-266.

21. The study of motivational potential of students of pedagogy and psychology specialty. Materials of the Republican scientific-practical conference of scientists and students of Zhetysu State University named after I. Zhansugurov "XXI century: science and innovations" - April 4-5, 2019, P. 157-160.

Stages of the study:

In the first stage (2018-2019) the topic of scientific work was determined. The review of pedagogical, psychological, philosophical, scientific and methodological literature on determining the psychological impact of motivation in the process of professional training on the personal growth of students was conducted, the examination of general educational normative documents, programs was given. The object, subject, main projections, research tasks and methods are defined.

In the second stage (2019-2020y.y.) a plan of experimental-pedagogical work aimed at identifying the psychological impact of motivation in professional

education on future teachers-psychologists as a result of analyzing the content of the textbook of modular educational programs and curricula of professional training of students in higher education institution was developed. Research materials were published.

The third stage (2020-2021y.y.) analyzed the experimental work on modular education in professional training of students in higher education institution, made conclusions, developed methodological recommendations, the dissertation work is literarily framed.

Base of research work: Zhetysu University named after I. Zhansugurov, Taldykorgan, Al-Farabi Kazakh National University, Kainar Academy. The research base: Zhetysu University named after I. Zhansugurov in Taldykorgan, AlFarabi Kazakh National University, "Kainar" Academy.

Structure, scope of the thesis: The thesis consists of an introduction, three chapters, a conclusion, a list of references and supplements.

The introduction contains the relevance, purpose, prognosis, objectives, leadership ideas, theoretical and methodological foundations, sources, methods, main stages and foundations of the study, principles to be defended, scientific findings, objectivity of the study.

The first chapter "Theoretical and methodological aspects of motivation affecting students' personal growth" the importance of motivation in the formation of the personality of students in the process of professional training is revealed, defines the relationship between personal growth and professionalization of students - psychologists through their motivation and theoretical content of motivation problems, which has been developed and described in domestic and foreign literature.

The second chapter "Experimental analysis of the influence of motivation on students' personal growth in the process of professional training" highlights the methods of psycho diagnostic study of the influence of motivation on students' professional development on personal growth through the ascertaining experiment, the significance of forming students' professional motivation, as well as the results of statistical processing of indicators of the problem under study.

The third chapter "Methods of motivation formation in the process of professional preparation of students for personal growth" presents educational and training complex of the course "Personal growth and motivation of professional training", aimed at the formation of motivation in the process of students' professional training for personal growth. It contains technologies and training programs aimed at forming motivation of students-teachers-psychologists in the process of professional training for personal growth. In addition, practical recommendations for the development of professional motivation of psychology students have been developed, which include:

1. Diagnosis of readiness for learning and educational activities, learning motives, value orientations and socio-psychological attitudes;

2. to help you develop your reading skills and order your life;
3. to provide psychological support to first-year students in overcoming the difficulties of independent life and establishing comfortable relationships with groupmates and teachers;
4. counselling for first-year students who are disillusioned with their chosen profession;
5. correction of vocational self-determination when choosing a career.

Thus, a complex multilevel structure of motives, values, personal meanings, and abilities that determine professionally significant qualities determines the ability of the individual to act as psychological mechanisms of professional orientation.

The conclusion recorded the results of proving the empirical assumptions of the study and provided scientific recommendations.

The dissertation work is accompanied by the acts of implementation of research results in the educational process of the course "Personal growth and motivation of professional training" of NAO "Zhetysu University named after I. Zhansugurov", Kazakh National University named after al-Farabi, "Kainar" academy.