

высокая самоактуализация и самоуважение также свойственны таким людям. У людей, желающих иметь детей, обнаружены тенденции проявления стремления к личностному росту в иных сферах жизни, а именно в сфере семьи и обеспечении условий семейной жизни.

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УДК 378.046

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МОТИВАЦИЯ К УЧЕБЕ СТУДЕНТОВ ПЕРВОГО КУРСА**

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MOTIVATION FOR FIRST-YEAR STUDENTS TO STUDY**

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**Аннотация.** Рассмотрена проблема мотивации обучения студентов первого курса. Представлен анализ социологического опроса о мотивации

студентов к получению лучших академических результатов. Перечислены факторы, в связи с которыми у студентов может возрасть мотивация.

**Annotation.** The problem of motivation of the first-year students is considered. An analysis of a sociological survey on students ' motivation to get the best academic results is presented. The factors that may increase student's motivation are listed.

**Ключевые слова:** мотивация, академические результаты, студенты первокурсники, мотивационные факторы.

**Key words:** motivation, academic results, first-year students, motivation factors.

### **Introduction**

The main factor influencing the results of education at the University is the motivation of students to obtain and acquire knowledge. Motivation is a method and means of stimulating students to this cognitive activity and mastering the topics of the educational process. Motivation can be considered the main component in the formation of future professionals [3].

Motivation is based on motives, which mean incentives that make a person act. Motives can be emotions and aspirations, interests and needs, ideals and attitudes, that is, complex dynamically developing systems in which selection and decision-making, analysis and evaluation of choice are carried out.

The most important motivations in learning are: Motives, aimed at the acquisition of knowledge, the mastery of concrete objects. Motives for acquiring social and personal prestige, for being able to occupy a certain position in society in the future. Aesthetic Motives - for get some pleasure from studying, to review hidden abilities and talents [5]. All these motives together can contribute to the formation of a general motivation of students to learn. American educator and psychologist Dale Carnegie argues that there is only one way in the world to encourage people to do something - to make a person want to do it. So to make students want to study, it is necessary that all the tasks assigned to them should be understood and accepted [2].

**The purpose of the research** - to study motivation of first-year students to acquire knowledge and finding ways to increase students ' interest in achieving better academic results.

### **Materials and research methods**

We conducted a survey of first-year students on a given topic in accordance with the goal stated above. 35 UGMU students took part in the survey. The following methods were used for the research: the content analysis method (studying books, articles, extracting information from the Internet), the questionnaire method, and the interview method [4].

Table1.

Survey of students to determine their motivation to study

**Questionnaire. To the issue of first-year students' motivation.**

1. What influenced the choice of your future profession?
2. What was your goal when you entered the University?
3. Do you like to study?
4. Does the profession you have chosen fit your interests / abilities? If your answer is «yes», what are your interests / abilities?
5. Do you enjoy the results of the first semester?
6. Do you think that studying process contributes to the disclosure and realization of your individual abilities?
7. Do you understand the content of your future job?
8. Are you satisfied with the teaching staff? If you aren't, why?
9. Do you like the relationships in your group? If you don't, why?
10. How do you think, what changes in the study process could improve your achievement? What changes in the learning process will help you enjoy learning?

According to the answers to the questions in table 1, we can say the following.

Question1. 50% of respondents said that the choice of future specialty was made deliberately, 30% explained that their choice was determined by the quantity of points that they received at the entrance examinations which allowed them to study only at this faculty. 20% reported that they entered the University under the pressure of external factors.

Question2. 80% of students said that their goal to enter UGMU was to help people in the future.

Question3. 90% of students are happy to study at the University, the rest answered in the negative.

Question4. 60% of respondents said that the medical profession corresponds to their interests and abilities, 30% found it difficult to answer.

Question5. 75% of respondents are satisfied with the results of the winter session, while the rest are in arrears in some disciplines.

Question6. 88% of students claim that studying at the University helps them to discover themselves and realize their potential.

Question7. 100% - this is the result of the answers to the question about understanding the essence of the future work.

Question8. 60% of respondents are satisfied with communication with the teaching staff, the rest are also satisfied with interaction with teachers, but they would like to expand communication.

Question9. 60% of respondents like the group in which they are engaged, they feel comfortable and confident.

Question10. Students reported that they would like to study in buildings located close to each other, have more modern equipment and a more convenient schedule.

Based on these data, we can conclude that the vast majority of students in the first year are fully motivated to the educational and cognitive process at the University. Students are interested in acquiring knowledge for their future profession, they are happy with the atmosphere of cooperation, they get emotional satisfaction from staying at the University, they believe in their own strength, which leads to successful performance of work and, ultimately, increases motivation.

On the part of the students themselves, motivation for learning can be associated with many factors. To study these factors of motivation an interview with 14 students was performed, the questions from which being presented in table 2.

Table2.

Interview questions about motivation factors.

You learn to:

- |  |
|--|
| <ol style="list-style-type: none"><li>1-become a good specialist, which will allow you to get a decent, well-paid job, to assert yourself among your peers</li><li>2-experience the pleasure of discovering new abilities in yourself</li><li>3-have an opportunity for new acquaintances</li><li>4-get a scholarship</li><li>5-get automatic credit</li><li>6-keep up with your friends, be among the achievers</li><li>7-gain self-confidence</li><li>8-bring more benefits to society</li></ol> |
|--|

After conducting the interview the number of respondents who responded positively was as follows:

Question 1-63%; question 2-54%; question 3-38%; question 4-11 %; question 5-92%, question 6 -42%;

Question 7 – 75%; question 8 – 52%

Therefore, based on the results of the survey in table 2, it can be stated that motivation factors, such as communicative, professional, educational and cognitive, broad social, as well as creative self-realization are the leading factors in motivating students to study.

### **The results of the research and their discussion**

The analysis of the data presented in the article shows that despite the fact that students are still at the very beginning of mastering their chosen profession, they are still in the process of forming an idea about it, they nevertheless have expressed value system and are sufficiently motivated in their educational and cognitive activities.

### **Conclusions:**

The motivation of students to study is due to many factors. In order to make these factors work, a student must have internal motivation, that is, accept his activity, aim to achieve positive results, get involved in the educational and cognitive

process. [1] As students achieve their goals, they not only acquire special and general cultural competencies but also develop the qualities of a socially mature person. One of the philosophical statements for motivating Harvard students is: "Study is not time. Learning is an effort", so the main role in creating motivation is to arouse interest in the chosen profession [1].

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УДК 159.9

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ПРОБЛЕМЫ ПСИХОЛОГИЧЕСКОЙ АДАПТАЦИИ К УЧЕБНОМУ  
ПРОЦЕССУ СТУДЕНТОВ ПЕРВОГО КУРСА**

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THE PROBLEMS OF PSYCHOLOGICAL ADAPTATION OF FIRST –  
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**Аннотация.** В статье рассматриваются вопросы психологической адаптации первокурсников университета к новой образовательной и социальной среде. Приведены данные анкетирования, проведенного среди обучающихся с целью выявления проблем адаптации, названы способы оказания психолого-педагогической поддержки студентам для осуществления ими успешной