

## **Interconnection of Professional Motivation and Self-Development in the Way of Searching Professional Ideal in Future Social Pedagogues**

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**Abstract:** In this study, researcher cover interconnection of professional motivation and self-development as one of the ways of searching professional ideal of future social pedagogues. During the researching work was done theoretical analysis and also experimental work which created relations between scales of professional motivation and self-development in professional and pedagogical activity. The most significant criterion of struggling to professional ideal is highly uttered professional and pedagogical motivation and desire to deal with self-realization.

**Key words:** Professional motivation and professional self-development, professional ideal, social pedagogue, activity, desire

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### **INTRODUCTION**

In current society there are number of contradictions in the sphere of professional activity of social pedagogue which include the following: versatile demanding on professional skills of specialist, on their personality and lack of science based theory of professional development of social pedagogue, vast number of approaches towards professional self-development and lack of scientific approach professional development of social pedagogue, in which effectively realizes its formation. In condition of such contra versions occurs problem of professional ideal formation in future social pedagogues. Social pedagogue is competent in the provision of educational, psychological and social assistance to people. Additionally, they are able to solve socio-cultural problems in the context of personality adaptation into environment (Abramovskiy, 2013). In current article we will discuss struggle of future social pedagogues to professional ideal.

At this time, different conditions create phenomenon of professional ideal. Functional characteristics of professional ideal are defined by subjective and objective nature: in subjective personality the ideal is accepted as motive, courage for professional self-education self-development and self-improvement. consequently, formation of professional ideal is one of the most important objectives of higher educational institutions which are focused on improving the quality, as exactly professional ideal serves as main motive for self-development student. Significant criterion

of struggling to professional ideal is highly expressed professional and pedagogical motivation and desire to self-development.

Under the notion motivation traditionally accepted inspiration, causing activity and determining its orientation. Motivation, causing behavior and activity, influences professional self-determination, satisfaction of human on completed labor. Professional motivation is an action of exact inspirations which caused choice of profession and continuous performance of the duties associated with this profession.

Motivation is understood and accepted as an “asset” of professional identity is a prerequisite to ensure the effectiveness of any type of work, in turn, we consider motivation as “a status that energizes behavior and gives it direction (Atkinson and Hilgard, 2005). Subjectively, it is accepted as conscious desire which helps human to develop and to do something.

Professional development evaluated in accordance with needs and motives which focused on social contacts of human, self-confidence, respect and attention, safety and physiological needs (Atkinson and Hilgard, 2005). Success is acknowledged as “stimulator which is able to strength behavior”, the fundamental motive which is used to increase motivation.

High level of professional motivation of subject is one of the main conditions on its effective professional activity. Highly professional motivation is a source of professional self-development. It aims for the future, ensuring a productive goal setting, activity and persistence in achieving their goals. Thus, the

Table 1: Interconnection between professional motivation and professional development of future social pedagogue

Parameters	Professional motivation	Professional development
Values	Development and expansion of valuable orientations of the person as a system of moral and ethical principles of the system, determining the activity	Development and expansion of valuable orientations of the person as a system of moral and ethical principles of the system, determining the professional activity
Aim	The development of the trend towards self-actualization and self-realization	Development of positive motivation to the profession and improvement of their skills, self-realization
Self-concept	The development and extension of adequate and holistic view of themselves. Strengthening a positive self-concept	Capability of student self-concept. Strengthening adequate professional self-esteem. Strengthening the positive security
Perspective	Determination of directions and further prospects for internal growth	Prediction of career path and "creation" of own professional biography
Objectives	Activating the development of cognition as the ability to more abstract and generalized understanding and differentiation, categorization of phenomena of the surrounding world reflection of own activities, personal experience	Correction, improvement of existing professional skills, abilities, ways of life based on the internalization of new information. Reflection of professional activity, pedagogical experience

development of professional motivation is equivalent to the other tasks in the process of becoming a specialist in high school. Therefore, professional development is an key aspect of the whole profession (Roberts *et al.*, 2011). Becoming a professional can only be a result of the unity of both the professional and personal development (Markov, 2004).

Under the self-development, we mean the concentration of the individual to self-improvement and self-realization of their goals and desires. Borytko and Matskaylova (2002) defines self-development as a purposeful process of human self-creation, ensuring the uniqueness and openness of his personality. Self-development of personality is the process of purposeful and conscious activities, including cultivation of knowledge, qualities, skills and competencies as a whole which makes it possible to increase the effectiveness in their professional activities and professional achievements of the professional ideal level. We assume, if student has a high level of professional motivation on decision of professional problems and achieving good results, it might be engaged in professional self-development so, it will help students to develop the professional ideal.

Analyzing aforementioned researches, we defined interconnection between professional motivation and professional development of future social pedagogue (Table 1). We look at the relationship of professional motivation and self-development and define the correlation between them.

## MATERIALS AND METHODS

**Details experimental:** The study aims to research interconnection between professional motivation and level of professional self-development as one of the ways of struggle to professional ideal of future social pedagogue. We claim hypothesis as following: if students

have high level of professional motivation, they will improve their level of self-development in the field of professional activity, thus it will help students to form professional ideal. Throughout experimental work were applied following methods of investigation:

- Self-esteem of professional and pedagogical motivation
- Diagnosis of level of self-development and professional and pedagogical activity (L.N. Brezhneva)
- Results were calculated with the help of program Microsoft Excel OP "SPSS 17.0 for Windows"

We conducted correlation investigation with the aim to test our hypothesis. We assume that if professional motivation level of future social pedagogues will be high, it will lead to increase level of ability of self-development in professional activity, as a result it will help to develop professional ideal of future social pedagogues. Research illustrated positive correlation between level of professional motivation and level of self-development of future specialist. In investigating methods there are subscales which are able to define level of professional motivation and self-development of students. As, the measurement of professional motivation were used criteria such as professional needs, functional interest, developing curiosity, pretentious interest, occasional curiosity, indifference and as well as indicators of students self-development in professional sphere were used subscales as level of struggling to self-development, self-identity of their qualities, self-assessment of aspiration. Empirical research was done according to indicated parameters.

In research work took part 1st and 2nd year students of specialty "social pedagogy and self-cognition" of two national universities such as Al-Farabi Kazakh national University and Abay Kazakh National Pedagogical University (Almaty City, Kazakhstan). Results are demonstrated in Table 2.

**Table 2** Matrix of correlation (pierson's) of professional motivation scale and indicators of self-development in professional activity.

Variable	1	2	3	4	5	6	7	8	9
Professional needs	1	0.455	0.380	0.273	0.357	0.395	0.704	0.365	0.326
Functional interest		1	0.344		0.380		0.512	0.441	
Developing inquisitiveness			1			0.379	0.413	0.327	
Conspicuous interest				1	0.464		0.232	0.272	
Episodic curiosity					1		0.408	0.274	0.225
Indifferent attitude						1			
The aspiration for self development							1	0.511	0.399
Self evaluation of personal qualities								1	0.328
Support of self realization									1

Analyzing rxy, we confirm that there are statistically important correlation between indicators of professional motivation and scale of self-development. Hence, were identified correlation between professional needs and struggle to self-development 0.704 ( $p<0.01$ ) between functional interest and struggle to self-development 0.512 ( $p<0.01$ ), between developing curiosity and struggle to self-development 0.413 ( $p<0.01$ ), between pretentious interest and struggle to self-development 0.232 ( $p<0.05$ ), between occasional curiosity and struggle to self-development 0.408 ( $p<0.01$ ).

Professional needs, developing curiosity, pretentious interest, occasional curiosity help future specialist in self-development, to cognize peculiarities of professional activity, also to raise level of professionalism. There were identified correlation between professional needs and self-identity of their qualities 0.65 ( $p<0.01$ ), between functional interest and self-identity of their qualities 0.441 ( $p<0.01$ ), developing curiosity and self-identity of their qualities 0.327 ( $p<0.01$ ), pretentious interest and self-identity of their qualities 0,272 ( $p<0.01$ ), between occasional curiosity and self-identity of their qualities 0.274 ( $p<0.01$ ).

Rational self-identity and professional activity of future specialist define personal and professional potential, also in searching professional aim will help to form professional qualities. We can point out close connection between professional needs and courage of self-realization 0.326 ( $p<0.01$ ), between occasional curiosity and courage of self-realization 0.225 ( $p<0.05$ ). Discussing self-realization, we may emphasize that application of personal and professional qualities in society is accepted as high level of human development. Professional self-development helps to identify important professional qualities and in the way of career path improvement to make independent resolutions. Professional needs, interests and high level of curiosity might provide evaluation of professional and personal qualities in self-realization as specialist as a result it confirms hypothesis that professional motivation increase and self-development will lead to the growth of professional ideal in future social pedagogues.

## RESULTS AND DISCUSSION

Consequently, data which was taken during the research work indicated correlation which confirms our hypothesis about interconnection of huge indexes on professional and pedagogical motivation and self-development of professional and pedagogical activity according to criteria.

Our prediction about interconnection of professional and pedagogical motivation and self-development of professional and pedagogical activity was confirmed (with level of reliability 0.01, 0.05). Positive correlation suggests that the higher the level of professional and pedagogical motivation, the higher the ability to engage in professional-pedagogical self-development therefore, this in turn will help the student to form a professional ideal. Studies have shown a positive correlation between the level of professional development needs, functional interest, developing curiosity and pretentious interest between the desires for self-development, self-assessment of their personality traits. It was found that a certain level of development of professional motivation scales influence on self-development, self-esteem and self-realization. If the students professional needs level and interest level is high, they are more likely to be engaged in self-development and it creates conditions for the formation and struggle to a professional ideal. Respondents with high scores on these scales perform professional activities, putting all the efforts and interest focuses quickly in difficult situations, exhibit functional interest, have initiative, tend to perform independent professional solution-able to independently engage in self-development and to adequately assess their personal and professional qualities have the ability to self-realization. They independently look for types of activities which might satisfy their professional needs in pedagogical activity. There was identified positive correlation between professional needs and struggle to self-development (0.704), functional interest and self-assessment of their personality traits (0.441) (level of

reliability 0.01). This positive correlation helps to resume that the higher development of professional needs, the greater the ability to engage in self-development and the pursuit of the professional ideal.

### **CONCLUSION**

Based on conducted investigation we installed that the level of struggle to a professional ideal of the future social teachers achieved on the basis of the following fundamental (basic) components:

- High level of professional needs
- The presence of functional interest
- Development of professional curiosity
- Attitude to personal and professional development
- Initiatives of personal and professional self-development
- An adequate self-esteem of their personal and professional qualities helpful to self-development
- The ability to engage in professional self-realization

### **SUGGESTIONS**

We suggest, based on the diagnosis of the level of professional motivation and strength of manifestation of interest in professional self-development and given the particular orientation of the motivation, it is possible to build a professional search path to a professional ideal of the future social pedagogues.

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Professional motivation and self-development of professional and pedagogical activity are the most important components of a professional ideal. Theoretical and empirical researches conducted by us prove that between these components there is connection and they influence professional advance of students and achieving a professional ideal. We confirm that professional perspectives of future social pedagogues might be achieved through searching a professional ideal. Thus, it advances level of quality of training specialists and makes possible to enlarge scope of research.

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