

## **MOTIVATIONAL PROFILE OF COURSES**

**Annotation.** The article presents the results of the study of motives and motivational profile of military school students with the help of cluster analysis. The necessary classification of motives is given.

**Key words:** motivational profile, motives, motivation to training, cadets of military school, students, courses.

Motivation to learn is a whole range of processes and learning situations, methods / tools that act as a trigger and encourage students to learn. Motives are the driving forces of the whole learning process, which directly affect the formation and personality of the learner. Motivational profile is a set of basic needs and motives that shape the identity of the cadet.

In the study of the motives for learning from the cadets of the military school, one should adhere to the following classification:

- pragmatic motives – motives connected with the life orientation of a person to have higher earnings and arrange a more comfortable life for themselves;
- social motives – responsibility to relatives, children, homeland, the opportunity to benefit society, and as a result, the cadet's desire to assert itself in the world;
- professional motives – self-realization through an interesting job;
- educational and cognitive motives – directly related to the process of obtaining new knowledge and skills;
- communication motives – effective intellectual communication and the organization of new acquaintances;

- historical stereotypes associated with military activities;
- unconscious motives – the realization of other people's desires (parents, mentors).

In order to study the motivation of students to study at a military university, a study was conducted. The empirical base of the study was the data from the questioning of cadets of the Tyumen Higher Military Engineering Command School named after Marshal of the Engineering Troops A.I. Proshlyakova. Table 1 presents the results of the survey of cadets.

*Table 1.* The results of the survey of students in order to study the motivation  
(extract)

Motives for entering a military college (10-point scale)	1 course	2 course	3 course
Guaranteed employment and high salary of officers	9,5	8,3	8,4
Interest in the military profession	7,6	6,8	6,9
Duty to the motherland	5,5	5,6	8,0
Ability to work with military equipment	6,0	6,8	8,1
Free education (social guarantees)	8,4	6,2	7,9
The prestige of military education and the desire to build a military career	8,2	6,4	7,8
Formation of the qualities of a strong personality	5,2	7,0	5,9
Parents wish	4,2	6,3	5,6

The cadets, at their discretion, ranked the motives for studying at a military university. Further, applying statistical data processing methods and Wallis's rank analysis.

For the 1 course, the following motives can be singled out as the main ones: guaranteed employment and high salary of officers; free education (social

guarantees); the prestige of military education and the desire to build a military career. Thus, at the beginning of their professional development, cadets are guided to a greater degree by pragmatic motives. However, in the process of learning, many cadets rethink the importance of higher education and training at a military university, and by the third year there is a noticeable decrease in the assessments of the significance of all motives for choosing a profession, with the exception of the motive for mastering an interesting profession.

Using cluster analysis (k-means method) it was possible to divide cadets into three clusters (according to the level of motivation):

A) pragmatic type of motivation – these are cadets with the highest level of motivation and an emphasis on pragmatic motives (high wages, free education, guaranteed employment, the ability to work in other security agencies, the prestige of military education)

B) Realistic (based on patriotism) – for the cadets of this group, the continuation of the family tradition and the desire of parents and relatives (32% of the total number of respondents) played an important role in the choice of profession.

C) low motivation – cadets who chose relatively low motive scores, only 26% of respondents.

The most consistently high results are given by cadets – pragmatists. This fact is explained by personal aspiration, following to the goal and strong career motivation. Such cadets are characterized by rational heroism, and they are characterized by the presence of officer values. The findings are fully consistent with the work of the officers on the formation of cadet citizenship and officer maturity.

At the same time, regularly allocated 29% of cadets who came unconsciously to the choice of the military profession, and, accordingly, have a low motivation to learn. Nevertheless, the presence of historical values is also characteristic of this group of cadets. These cadets can be attributed to the group with low motivation to learn. Officers of the Tyumen Higher Military Engineering

Command School named after Marshal of the Engineering Troops A.I. Proshlyakova develops an annual plan of activities aimed at increasing the level of motivation, the importance of the military profession and maintaining sustainable positive motivation for military service throughout the entire period of study.

## **СПИСОК ЛИТЕРАТУРЫ**

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