

MOTIVATION AS A METHOD OF CONTROLLING THE SOCIAL SUBJECT SELF-LEARNING

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ABSTRACT

The paper substantiates inertial nature of the motivation system impact on the individual. Such exposure is a major shift from the level of motivational signs of external perception on the level of the individual internal motivation system. This approach justifies the ability to control the quality of the individual education as in the process of learning, and at its further self-learning.

KEYWORDS

Social subject, social system, inertial social system model, education, self-study, learning activities motivation, individualized academic trajectory.

1. INTRODUCTION

A conversation about human motivation is far from new.

Existing differences in the vision of causes a particular human response to a specific situation are increasingly worse as the accumulation of facts "inexplicable" illogical in terms of existing theories of individual behavior. In the educational process understanding of the mechanisms to motivate student learning activities, the development of his skills has almost paramount. Inability to understand the reasons for a particular activity or, on the contrary, student inactivity makes, in principle, impossible to control the educational process, not to mention the ability to manage its self-learning.

Problems of motivation of educational activities are devoted to E.P. Ilyin [1], Grebenyik O.S., Grebenyik T.B. [2]. It is an interesting experience in building motivational systems presented by Edward L. Deci, Robert J. Vallerand, LUG G. Pelletier, Richard M. Ryan [3], Florian H. Müller and Marko Palekčić [4].

2. THE PROBLEMS OF INDIVIDUAL MOTIVATION

Today, there are several points of view on the nature motive, E. P. Ilyin identifies the following [1]: motive as a need, motive as a target (subject to meet the need), motive as a motivation, motive as an intention, motive as resistant properties (personal dispositions), motive as a condition, motive as wording, motive as satisfaction.

Let us talk somewhat more detail on some of them.

One of the most common points of view on the essence of the motive is statement, according to which the first cause, impelling man to perform certain actions, is need. Motive is a conscious motivation, recognized need. Needs are a source of human activity, and motive expresses the direction of its activity [2]. From this perspective, rather convincingly explained the different behavioral patterns, which people are using, getting into various life situations. American scientist A. Maslow identified the following levels of human needs, placing them on the basis of the relative dominance: physiological needs, safety needs, the need for belonging and love, the need for self-esteem and self-actualization need. Distributing thereby subordination needs and hence motives. On the basis of the dominance principle proposed - each subsequent need arises just as the previous is met.

Attempts to explain the irrationality of human behavior led to statements about the motive nature as a psychological state of the person. That is to manage human, ie initiation of certain "required" actions - motivational system formed involves the creation and consolidation of a certain psychological state in which a person can only do so and not otherwise.

Systematized in the works of E. P. Ilyin point of view, describing the essence of the motive, each in its own way, exclude a number of "inexplicable" human behavior facts, leading them to unmotivated actions, thus these theories are distinct, not transmitting full perspective. However, if we assume that the issue at hand is one, then the above theories are only special cases of motive essence manifestations.

The author proposes a generalized vision of the motivation nature, built around the concept of the development of social inertia subject [5, 6].

3. THE CONCEPT OF THE SOCIAL SUBJECT INERTIAL DEVELOPMENT

Under the social subject development we will understand the process of different knowledge accumulation, skills formation and consolidation of certain skills [6, 7, 8]. Or otherwise the development is Knowledge accumulation process. Thus, under the Knowledge we will understand a set of specific behavioral individual stereotypes describing his response to the news, activity, psychological and other environmental influences.

Accumulation Knowledge process involves the collection of information, its accumulation and understanding that ultimately rearranges or subject to a different quality level of consciousness (brings a new basis), or lead to internal conflict, which resulted in the denial, becomes the subject of experience gained before (return to original basis). At the same time to estimate the amount of accumulated knowledge, we introduce an evaluation criterion - static evaluation, ie something that specific subject possesses "here and now". Besides the static characteristic, the process of subject development is described per dynamic response, defined as the degree of subject perception of the new information. Accordingly, the high (increasing) - describes the growing interest of the individual to a particular field of knowledge, the average (constant) - is the possession of existing knowledge and the lowest (sloping) - extinction of interest to the field of knowledge, ie, the experience begins to be used either (a qualitatively new level exit to the new basis), or denied (return to the previous basis). The basis will be understood by a set of knowledge and skills is essential for the existence of an individual within a given social community (or individual sectors). Changes in terms of entity social functioning initiates a change in its baseline, and, conversely, a change of basis of the individual outputs it to other social society.

Thus, the process of acquiring knowledge (development of the subject) can be represented as a movement (changing static characteristics) on a trajectory from one basis to another. This movement triggered near both internal (goal setting, internal psychological states, the desire for self-expression and self-satisfaction) and external (changes in technology, changes in the social environment, changes in the material status, etc.) factors [6].

According to the proposed by the author concept of inertial development of the social subject movement from one basis to another, it can be represented by a linear plot of the static evaluation (Accumulated knowledge) from time to time (learning, life, ...). Then the transition from one basis to another is macro-aim. Macro-aim changing is management resources costly. Much less costly is to make minor adjustments - macro-aim formation in the trajectory of the individual, which eventually change the macro-aim structure. Visually, you can submit two, built in the form of graphics, time dependencies. One of them is the desired path of movement, the other - real characterizing features of this particular individual. Then, setting the macro-aim would mean the formation of one or another delta (difference) between the already familiar knowledge and the fact that an individual need to learn (to study). Macro-aim setting is a way to control the trajectory of the individual and the formation of a stable system of his internal motivation. In other words, for an individual to be identified (observable) goals (Macro-aim) and known ways of achieving them. And here we are faced with the psychological aspect as interest. In some cases, and even in their majority, the most that neither is a promising training programs do not work - only one answer why: they're uninteresting

4. PERSONALITY PSYCHOLOGY - THE ART OF MANAGEMENT

Interest is the emotional state associated with the implementation of cognitive activity and this activity is characterized by incentive.

An emotion is a response to the distinction between external and internal factors of the individual expectation. Basis, from the point of view of psychology, can be defined as a psychologically comfortable condition. Like any physical body or system that seeks to occupy the position which will be characterized by the lowest energy consumption, anyone seek to find the most comfortable position, whether it is the basis. Any movement that displays an individual of this state requires certain costs. Consequently, the individual will be interested in changing their status in only two cases, first, to see if he will gain (consciously or unconsciously) the profitability of the other state - another basis, or, second, if there is a clear disadvantage of the state in which it is [5, 6].

Both of these cases are individual path control options, which give an idea about a possible management tool.

Let us return to the concept of interest. In game theory, the greatest interest in the game is evident when the player knows the rules of the game and how to influence (control) the game characters: principles of their interaction and options of equipment are known (equipment, technical improvements and other services game space management options that affect the course of the game), but there is a doubt as a result. Rather, the result depends on many small factors that player can evaluate and it is, in principle, a feasible task, but, nevertheless, possible inaccuracies of this assessment sharply reduce the predictability of the result of the game.

At the initial stage, the player is faced with uncertainty, it requires some time to learn the rules adopted in the game and how to control the impact on the game. At this stage, many of the games cease to be interesting - the game is unpredictable, there is no opportunity to evaluate the causes of the failure and, therefore, no chance of winning. Too large delta is set- psychologically uncomfortable for a player to distinguish between the subjective understanding of the game rules and gaming laws really set. Or on the contrary, the game is predictable, the player wins (loses) in any case - the game just becomes uninteresting. In this case, the obvious of result negates the need for its refinement and the whole game turns into a process of mechanical manipulation of gaming options.

The game is of interest when all the evidence in game action is present, and game result is still not obvious. "- Work with a" black box. " (Black Box - a device with an unknown principle of work having "input" and "output", changing the state of "entry", is necessary to achieve a given reaction to the "exit".) ... ". For example, the "rules of chess are known in advance. Rules of computer strategy game man "scoops out" of his playing experience. He will be losing as long as his ideas about the properties of shapes do not coincide with those established by the game creators." [10].

Thus, the basic of social subject development trajectory control principle is becoming clear or in a particular case management trainee learning trajectory - the formation of a stable system of individual internal motivation. Moreover, it becomes obvious, that the fact that playing another similar game, involuntarily the player will demonstrate the play behavior stereotypes learnt before Thus explained the ability to control not only the individual in the process of moving from one basis to another (in training), but also the foundations of its motion task in the future (self-learning control) - the principle of inertia.

Similar statements can be found in the works of V. K. Tarasov [9]. Individual state it is his picture of the world, which identifies goals, objectives and the ways to achieve them are known. The effectiveness of training (a special case of an individual path management) will depend on how much change is possible this particular world view.

The first is the connection to the Picture of the world - "catch on the fly."

"To raise a bucket of water, it is necessary to lean over and take it first".

Individual movement along a path of development is characterized by the previously constructed internal motivation system and any impact on its trajectory will call on his part unconscious (or completely conscious) psychological, social or other opposition. Resistance will be stronger with greater corrective action. If an individual is initially presented with a structure of adjusted goals, in case of significant discrepancies these goals with his expectations, it is likely triggering internal psychological defense, which will result in the rejection of all subsequent psychological motivation to achieve the goals presented, even if

the profitability of the new approach will be obvious for him. There is an understanding of the goal (there is a reason for Action), but there is no movement - psychological state haven't formed yet.

Therefore, if for any reason the macro-aim is unacceptable to the individual, we should reduce the difference between the external (required) and an internal system of objectives - to generate number of micro-aims, the achievement of which does not cause a strong enough individual psychological rejection. "When we stand on the third step of the common staircase step we can easily step to the fourth step ... to step to the sixth is harder, and perhaps it is not possible - to step to the seventh and above" [9].

5. MAIN RESULTS

The following results were obtained:

- provided an overview of the main views on the theory of human motivation;
- justified inertial nature of the motivation system, which is a major shift from the level of motivational signs of external perception on the internal level of individual motivation system;
- justified the possibility of the learning process quality management through the formation of a trainee external motivational system;
- justified a basis to the subsequent self-learning management graduate, as a manifestation of the learning process inertia.

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