Revista Românească pentru Educație Multidimensională
ISSN: 2066-7329 | e-ISSN: 2067-9270
Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2023, Volume 15, Issue 2, pages: 229-243 | https://doi.org/10.18662/rrem/15.2/731
Submitted: July 19th, 2022 | *Accepted for publication:* December 20th, 2022

Research of Motivation for the Development of Professional Self-Determination

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Abstract: The study aims to track how students' motivation for professional self-determining develops. The professional practice of specialists proves that their successful self-realization in the profession depends on the level of professional self-determination, their awareness of the subjective meaning of the chosen profession, and the development of professional and personal motivation. The paper focuses on the issues of motivational forming for future specialists' professional self-determining. Diagnostics allows for determining the reasons used by students in professional self-determination. Features of diagnosis of the state of development of motivation of professional self-determining university students are given. The concept of "professional self-determination of the individual" is revealed. The significance of motivation theories in fostering students' professional autonomy is discussed. Developing students' professional self-determining of motives indicators is highlighted. Finally, the outcomes of the diagnostic procedures are represented. According to the research results, it was established that the motivation for professional self-determination of university students indicates their desire for professional self-development and their awareness of the importance of the chosen profession. The development of students' motivation occurs through the use of the following forms of learning in the educational process of the university: lecture classes (problematic, thematic, binary, lecture-conferences, lectures-visualization, lectures-disputes); seminar classes (interdisciplinary, search, seminars-discussions, seminars-round tables); business games, training, idea auctions, talk shows, project activities, etc.

Keywords: *professional self-determination, motivation, future professionals, students, and university.*

How to cite: Bodrova, I., Chernukha, N., Vasylyeva-Khalatnykova, M., Bakulina, O., Binytska, K., Kostenko, D., Tarnavska, T. (2023). Research of motivation for the development of professional self-determination. *Revista Românească pentru Educație Multidimensională, 15*(2), 229-243. https://doi.org/10.18662/rrem/15.2/731

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INTRODUCTION

The study of scientific works and the practice of the activities of specialists proves that their successful self-realization in the profession depends in a certain way on the level of their professional self-determination. In particular, on the awareness of themselves as subjects capable of carrying out their socially significant professional activity and self-improvement in it. Therefore, the determination of the content structure of professional self-determination and scientifically based criteria for assessing the level of its formation acquires special significance for the professional training of future specialists.

It should be noted that the professional self-determining of an individual in the period of choosing a profession is related to the search for a career that can satisfy both his interests and society's expectations.

The article's purpose is to monitor the development of students' professional self-determining of motivation.

The research tasks are to reveal the content characteristics of students' professional self-determining, study the leading motives for the formation of professional self-determining, and study the degree to which they are aware of the significance of professional self-determining as a crucial component of the future professional's personal and professional education.

LITERATURE REVIEW

The theoretical foundations of the research are the conclusions and provisions of international and Ukrainian scientists' theories and notions regarding the specifics of developing the professional self-determination of the individual (Maslyuk, 2015; Dubinka, 2015; Lozovetska, 2012); meaningful characteristics of the motivational sphere of the individual (Isahrabiu, 2018; Bakulina, 2015; Maslow, 2004; Ternopilska, 2012, etc.).

Professional self-determination, according to our definition, is an essential component of the formation of future professionals and is demonstrated by his knowledge of the subjective significance of the profession he has chosen and the development of his self-esteem as a specialist in that field, the product of professionally and personally significant qualities, professional abilities and skills, the ability to mobilize one's professional opportunities.

Professional self-determination is a conscious choice of professional activity by an individual based on an assessment of one's abilities and opportunities, features of the profession, and requirements for it. Thus, "professional self-determination consists in an individual's awareness of himself as a subject of a specific professional activity and involves a person's self-assessment of his individual psychological qualities and comparison of his capabilities with the psychological requirements of the profession for a specialist" (Dubinka, 2015).

The leading role in forming professional self-determination of future specialists is self-knowledge - the process of knowing oneself, one's potential and actual properties, intellectual abilities, character traits, and relationships with others. This phenomenon is a dynamic process that never ends. The main mechanisms of self-knowledge are identification (unconscious identification of oneself with oneself, another subject, group, or model) and reflection (the subject's knowledge of his internal acts and states, properties and qualities, behavioral characteristics, the system of attitudes towards others) (Masliuk, 2015; Ternopilska, 2012). The indications of personalized self-determining also govern the differentiation and comprehensiveness of knowledge. They are revealed through the student's mastery of information about himself, his features, opportunities and abilities, development paths, essential qualities and properties, capabilities, and the requirements of the profession of a social worker.

It is worth noting that the depth and versatility of the process of a person's self-knowledge and the level of his professional self-determination are primarily determined by his emotional and value sphere, and personal qualities and value orientations determine the nature of knowledge use.

Various factors influence the professional self-determining of an individual. Still, a considerable role among them is played by value orientation, according to which he determines the goals and priorities of his own life. This is the component of the personality structure that forms a specific core of consciousness around which a person's desires and feelings revolve from the perspective of which a large percentage of issues are resolved. So, the motivational component of a student's professional self-determination integrates the individual's values, attitudes, and beliefs.

Self-determination theory offers a comprehensive and in-depth understanding of human drive and personality. It uses empirical methods to identify the factors that contribute to and create good elements of human experiences, such as contentment with one's life, a sense of purpose, and effective performance (Krieger, 2011).

Basic needs, values, and motivations are the three core areas of investigation for the Self-determination theory. Studies have shown a few elements necessary for humans to succeed in various fields. These elements are essential since they each contribute to a sense of well-being that is often measured by combining replies to questions about life satisfaction, positive affect, and negative affect. Additionally, they typically lead to better performance. These elements, described below, are inherent to human experience and seem to embody critical components of professional and ethical behavior (Krieger & Sheldon, 2015).

METHODOLOGY

A systematic approach to studying the core elements of a person's professional self-determining forms the theoretical and methodological foundation of the research. To complete the tasks, general scientific techniques like analysis and synthesis, scientific abstraction, induction, and deduction (for generalizing Ukrainian and foreign experiences of formation of professional self-determination of the individual), as well as unique techniques like mathematical and statistical processing of research results, were used. These techniques were used to analyze the received data and establish quantity. The aforementioned techniques allowed for the opportunity to learn more about the stage at which future specialists' motivation is developing, abstract-logical (for theoretic generalization of research results and conclusions).

At the same time, the following diagnostic methods were chosen: questionnaires, testing, surveys, observations, conversations, and generalization of independent characteristics. Using diagnostic techniques made it possible to obtain objective information about the level of motivation development for university students' professional self-determination.

The proposed diagnostic methods reflected questions that allowed for determining the motives used by students in professional self-determining. Students' motivation was determined by the following indicators: value attitude to the chosen profession and an emotional and positive attitude towards oneself as a topic of professional endeavor.

DISCUSSION

The motivation problem's intricacy and multifacetedness dictate the range of ways used to comprehend its essential traits, nature, and research methodologies. A. Maslow's theory of the hierarchy of needs is based on the

study of people's behavior, abstracting from their awareness of personal goals, which makes their lives meaningful and meaningful; these are some of the most well-known theories of motivation. The "X-Y-Z" theory was developed by F. Taylor and supplemented by D. McGregor, according to which there are various factors that influence human behavior: incentives and disciplinary measures; D. McClelland's theory of acquired needs is related to the study of the influence of the conditions of achievement, participation, and power on human behavior; F. Herzberg's theory of two factors – according to which there are internal and external factors of motivation that have a motivating or demotivating effect on human behavior; V. Vroom's theory of expectations is based on the fact that if expectations are high, the power of the motivating motive increases; S. Adams's theory of justice states that a fair reward for work leads to an increase in human labor productivity; the Porter-Lawler theory is a philosophy of motivation that incorporates aspects of fairness and expectations (Dubinka, 2015).

Competence has a significant impact on motivation for achievement. People who are motivated by achievement prefer difficult but doable objectives. The aim may be impossible to achieve due to a lack of ability. Technical competencies and human competencies are two different sorts of competencies that are both crucial. Technical competencies are the knowledge and skills required to help the team reach its objective. They are essential. Personal competencies are the combination of an individual's talents and ability to collaborate well with others; they significantly impact a team's performance. For instance, a group of ordinary developers who get along well would typically beat a couple of star developers who can't get along with each other (Asproni, 2004).

Developing motivational competence (including self-motivational) is more essential to the teacher's enthusiasm, will, and conviction than developing previous competencies (teaching, professional, and communication). However, the teacher's ability to motivate students has the most significant impact on them students. It is common knowledge that books can be used to learn facts and definitions. However, a teacher's passion, drive, and excitement are irreplaceable since they highlight and magnify skills from other teacher characteristics. Students gain from the material by turning it into knowledge and honing their abilities and competencies in the relevant field thanks to the teacher's motivational influence. Several individuals or groups can use the following methods and techniques to develop their motivational competence: reading professional motivation literature, having insightful conversations with departmental

coworkers, attending professional talks and forums outside the university, maintaining and using a motivational journal or diary, and accepting and utilizing the motivational impact of the environment (Blaskova et al., 2015).

Investigating the motivation of professional self-determining of specialists in the process of professional training during 2021-2022 at Donbas State Pedagogical University (Dnipro, Ukraine), Taras Shevchenko National University of Kyiv (Kyiv, Ukraine), Leonid Yuzkov Khmelnytskyi University of Management and Law (Khmelnytskyi, Ukraine), Taras Shevchenko Luhansk National University (Poltava, Ukraine), Dragomanov National State University (Kyiv, Ukraine) we note that they are formed based on the needs and interests of students. A motive is a person's peculiar reaction to claims and perceived demands. Accordingly, a motive is something that "belongs to the subject of activity; it is his stable personal property, from the inside prompting him to perform certain actions" (Mocherny, 2000). It was found that the motives for the development of professional self-determining of future specialists are characterized both qualitatively and quantitatively. The quantitative characterization of the motive is the degree of its manifestation. In this case, we note the solid or weak motivation of the individual. Qualitatively, motives are divided into external and internal. Moreover, we are talking about the motive's relation to the activity's content. We talk about inner motives if the action is meaningful for the individual. If other needs (social prestige, salary, etc.) are essential, We speak about outside motives. The individual's productive, innovative work behavior is related to their intrinsic motivation. External motivations can be both positive (motives for achievement and success) and bad (motives of avoidance and protection). Even if they are both equally strong, externally motivated positive motives are more powerful than externally motivated negative ones (quantitative indicator). As a result, motives are internal driving forces that develop from a person's interests and requirements, which he tries to meet during an activity. External regulation, or motivation based on the need to get rewards or avoid punishment, was linked less to perseverance and performance than to well-being. Finally, motivation was related to unsuccessful results (Howard et al. 2021). The fundamental requirements of competence and autonomy predicted autonomous motivation and, in turn, indirectly predicted success. While introjected motivation (guilt) had no associations with research productivity, external motivation (rewards) had somewhat weaker positive relationships (Stupnisky, et al., 2019). Numerous self-determination theory studies have demonstrated that autonomously motivated kids have higher academic achievement and wellness levels (Botnaru et al., 2021).

During difficult times, motivation, especially intrinsic motivation, might suffer. Finding personal factors that can be improved and developed over time can be done using a motivation framework. Extrinsic elements are acknowledged to be crucial for sustaining motivation. Intrinsic motivation is a solid motivator to continue and advance in high-quality work. (Whitfield et al., 2021). Additionally, this study confirmed SDT"s central hypothesis that intrinsic motivation, extrinsic motivation, and motivation are distinct categories and discovered that contextual support had opposing effects on learning outcomes when exerted directly and indirectly (Chen & Jang, 2010).

Professional self-determining in the modern university environment is crucial for understanding and accepting needs, integrating into the labor market in the future perspective, and developing in cycles in different periods of human life (Korna-Opincāne & Katane, 2017).

Additionally, students' external motivations for choosing their careers include both broadly reflected social reasons (the desire to hold a particular social position, elevate one's social standing, and motivations for personal self-realization and prestige) and narrowly focused motivations (the desire to have a special position in a specific social group). Cognitive motivation, self-affirmation, identification with another person, self-actualization (the desire to improve oneself, increase one's capabilities, and realize one's unique potential), affiliation (the desire to form relationships with other people), and personal development are all examples of internal motivation (the ability to possess himself in any situations) (Ternopilska, 2012; 2016; Ternopilska et al., 2019).

The similarity of their essential characteristics primarily explains the close connection of motivation with needs and interests. Human needs are a lack of something, and claims are perceived needs, a source of action, and the objective necessity of performing certain functions to satisfy needs; motives are perceived reasons for action and a person’s motivation to do something (Ternopilska, 2012). The ratio of motives and needs determines the motivational structure, which is individual for each person and chosen by many factors: the level of well-being, value orientations, qualifications, position, social status, etc. In addition, knowledge of the structure of the main motives and needs characteristic of employees and the capabilities of the enterprise for their implementation will allow the formation of a concept of stimulation adequate to the strategic goals of the enterprise (Dubinka, 2015).

It must be considered that the indicator of personal self-determination is only that choice in which preference is given to the value of a higher order. Although the deal provides an ideal, i.e., not yet realized, the

goal of the motivational force contributes to the realization of the individual's value-content unity and fills its orientation with specific content.

Orientation is an essential indicator of the professional self-determination of future specialists. Orientation is a system-creating property that determines the entire psychological composition of the student's personality. It is in the orientation that "reflects the goals for the achievement of which a person acts, his motives, subjective attitudes to various aspects of reality: the entire system of his characteristics. Globally, orientation can be assessed as the ratio of what a person receives and takes from society (material and spiritual values)" (Masliuk, 2015). Orientation is the fundamental property of personality and determines all other properties and qualities. Orientation is reflected in the actions and behavior of the individual and is not limited to the motivational and need spheres.

Many current educational policies and practices around the world still need to be rooted in traditional motivational models that fail to support students' and teachers' needs. We should strive to close this knowledge versus policy gap given the strong evidence for the significance of psychological need satisfaction in learning contexts (Ryan & Deci, 2020).

The orientation of the individual is characterized by the fact that: it guides activity and is manifested through its mediation, becomes a source of activity; constitutes a system-creating property of the personality, which determines its psychological composition; reflects and determines goals, motives, subjective attitude to reality, individual participation in social processes; characterized by stability, both in general and concerning individual components. Therefore, orientation is a value-oriented category of the student's consciousness and determines their needs and strategic and tactical goals, which regulate his further development in his future profession. The indicators of the formation of professional self-determining are defined as: the presence of motivation to choose the career of a specialist in a particular field; consistency of personal and professional values; awareness of the correctness of the chosen profession; positive attitude towards professional activity in the selected field.

RESULTS

The application of the technique of unfinished sentences made it possible to find out the nature of students' attitudes to future professional activity and to reveal their understanding of the level of value attitude to the chosen profession. According to the evaluation of the results, it can be concluded that for 63.2% of the EG respondents and 67.4% of the CG, professional self-improvement is not dominant. Their lives are mainly focused

on achieving, first of all, material well-being. The analysis of the survey of future specialists regarding their attitude to the central values of professional activity shows that a pragmatic orientation dominates them in choosing their future profession. Yes, professional activity, in students' understanding, is a field that allows you to make a profit and provides a comfortable, prosperous life. At the same time, orientation towards high achievements in the future profession and development of the professional sphere. According to the survey results, successful self-realization is influenced by: money – 28.9%; knowledge – 23.5%; ability to work – 15.6%; persistence – 11.6%; developed professional skills – 20.4% of future professionals.

Future specialists' approach toward professional engagement as a personal value is an example of professional self-determination. Moreover, it characterizes the content side of their orientation both in the domestic and international educational environment. The quality and success of a modern specialist's professional training depend on students' academic mobility and participation in international exchange programs (Erasmus Student Mobility Program, Global Undergraduate Exchange Program, FLEX, IREX, DAAD) and international cooperation between universities.

The individual's significant aspect of orientation is determined by the system of value orientations. It is the foundation for his perspective on the world, other people, and himself. It also serves as the source of his motivation and drives for work. Individual value orientations, information acquisition, job experience, self-awareness, and professional self-determination all occur during the years spent in school. In our study, we examined students' value systems using a methodology created by Milton Rokeach. Two categories of values are presented by the methodology: terminal values, which are convictions that pursuing one's final aim in life is worthwhile (so-called goal values), beliefs that a specific course of action or personality attribute is preferable, as well as information about the circumstance itself, are both instrumental (values-means) (Raigorodskyi, 2001). Two lists of values were provided to the students (18 each). The cards were ranked in order of relevance after each value was given a rank number. A set of proposed terminal values came first, followed by suggested instrumental values. Five values stand out among future specialists' terminal values, reflecting the spiritual realm, interpersonal connections, and bodily well-being: Love (spiritual and physical intimacy with a beloved one), a busy life (fullness and emotional saturation of life), having wonderful and dependable friends, good bodily and mental health, and self-assurance are all desirable qualities (internal harmony, freedom from internal contradictions, doubts). To achieve goals, a person needs instrumental values, the development of which results in success

and self-realization. Strong will (the capacity to persist in one's course and not give up in the face of difficulties); independence (the ability to act independently and decisively); education (breadth of knowledge, high general culture); honesty (truthfulness, sincerity); and responsibility (sense of duty) held the highest positions among instrumental values.

In turn, 18 values were divided into three groups: the most important values (the average place between 4 and 8), values that are less important for respondents (average places from 9 to 11), the least significant values (13th place and below). The first group (mental and physical health (average group rank of 4.7); love as physical and spiritual intimacy with a loved one (6.7); self-confidence, which was understood as internal harmony, freedom from internal contradictions, doubts (6, 8) and the presence of good and faithful friends (6.9); freedom, independence, independence in judgments and actions (8.2); financially secure life (8.5) (Fig. 1). The second group of values was composed of the following (in order of decreasing importance): happy family life; self-development as self-improvement, physical and spiritual improvement; exciting work; an active life or recognition, respect of others; knowledge, that is, the opportunity to expand one's education, outlook and culture; productive life (maximum use of one's strength and capabilities); life wisdom.

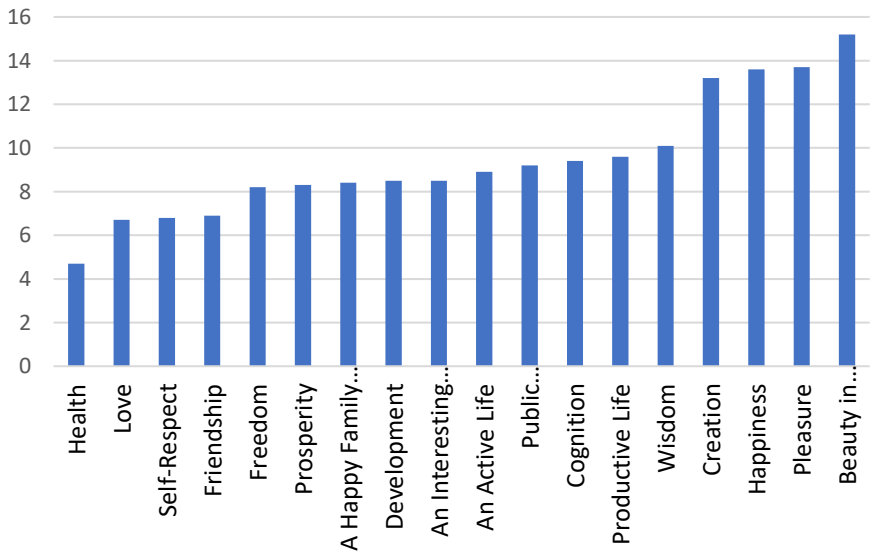


Fig. 1. Distribution of values by sample (Milton Rokeach methodology)
Source: Author's own conception

The least significant group was creative activity (13.2), entertainment, lack of responsibilities (13.7), and the beauty of nature and art (15.2). Therefore, development as constant physical and spiritual improvement is more important for 27.6% of respondents. We can also note the desire for an active, emotionally rich life (49.7%). We also observe the desire to satisfy one's interests and obtain a prestigious profession, financial support, and recognition.

To determine the orientation of students, we used the orientation questionnaire of B. Bass (Raihorodskyi, 2001). The methodology makes it possible to distinguish the following types of personality orientation: oneself, communication, cooperation, work, and relationships with others.

Self-directedness, characterized by an individual's orientation aggressiveness in obtaining status, the need for immediate reward and fulfillment of personal wants, and the propensity for rivalry, conflict, and anxiety, is characteristic of 22.1% of students (Fig. 2).

The fact that such an orientation does not support their practical professional self-realization in the future appears especially crucial. 44.0% of respondents concentrated on communication at the same time. They also tend to seek out social acceptance, a need for love, and emotional connections with other people. Among the students, 33.9% displayed a business orientation. They exhibit enthusiasm in completing professional responsibilities, a desire for the best output from their work, and a cooperative mindset. We interpret such orientation as the most valuable for implementing future professional activity and indicates the formation of professional self-determination. We also used the confidential conversation method, which allowed us to obtain additional information on all the parameters mentioned above. Therefore, modern students often tend to focus on themselves, on egocentrism, and on satisfying their own needs, regardless of others, which leads to rivalry and anxiety.

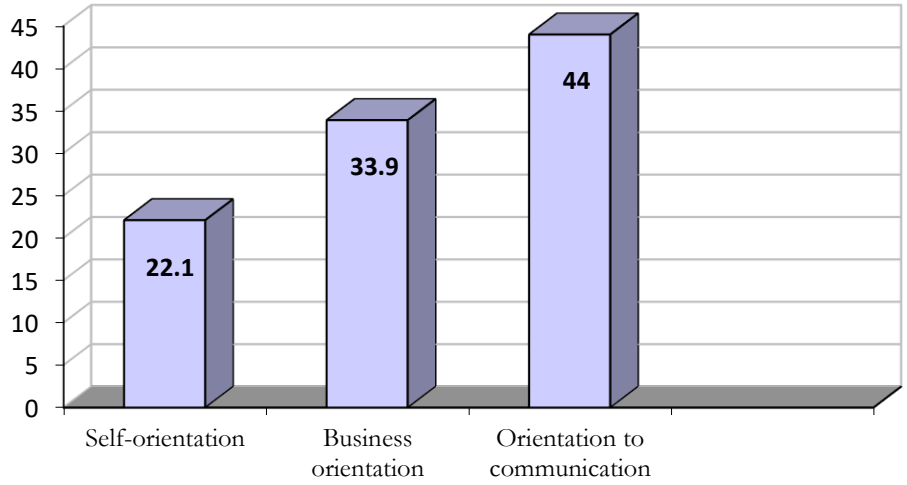


Fig. 2. Orientation of the student's personality
Source: Author's own conception

Thus, a significant number of students have consistent personal and professional values, awareness of the correctness of the chosen profession, and positive attitude towards the chosen professional activity, which testifies to the formation of professional self-determination.

CONCLUSIONS

The following conclusions can be drawn based on the research results. First, university students' motivation for professional self-determination is evidenced by their desire for professional self-development and their awareness of the importance of their chosen profession. The development of students' motivation occurs through the use of the following forms of learning in the educational process of the university: lecture classes (problematic, thematic, binary, lecture-conferences, lectures-visualization, lectures-disputes); seminar classes (interdisciplinary, search, seminars-discussions, seminars-round tables); business games, training, auctions of ideas, talk shows, project activities, etc.

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