

THEORETICAL AND METHODOLOGICAL ANALYSIS OF THE MOTIVATIONAL SPHERE OF FUTURE SOCIONOMIC SPECIALISTS' PERSONALITIES

Onufriieva L.A. Theoretical and methodological analysis of the motivational sphere of future socionomic specialists' personalities / L.A. Onufriieva // Problems of Modern Psychology : Collection of research papers of Kamianets-Podilskiy Ivan Ohienko National University, G.S. Kostiuk Institute of Psychology at the National Academy of Pedagogical Science of Ukraine / scientific editing by S.D.Maksymenko, L.A.Onufriieva. – Issue 27. – Kamianets-Podilskiy : Aksioma, 2015. – P. 337–348.

Л.А. Онуфрієва. Теоретико-методологічний аналіз мотиваційної сфери особистості майбутніх фахівців соціономічних професій. Автором здійснено теоретико-методологічний аналіз мотиваційної сфери особистості майбутніх фахівців соціономічних професій. Зазначено, що мотивація – одне із базових понять у психології, що використовується для пояснення рушійних сил поведінки, діяльності людини. У психологічній літературі аналізуються різні підходи до розуміння феномена мотивації. У результаті аналізу літератури з досліджуваної проблеми виділено й узагальнено основні з них: класифікаційний, феноменологічний і структурний, які, маючи власну специфіку, є взаємодоповнюючими та взаємопроникаючими. Вказано, що одним із напрямків у сучасній психології є вивчення мотивів за принципом їхньої взаємодії. Зазначено, що сукупність різних спонукань, які визначають спрямованість поведінки і діяльності, становлять мотиваційну сферу особистості. Узагальнено, що дослідження мотивів у психології відбувається за різними напрямками, а саме: через складання їхніх класифікацій, феноменологічний опис, побудову структури окремих мотивів. Одним із напрямків у сучасній психології є вивчення мотивів за принципом їхньої взаємодії. Зроблено висновок, що зарубіжні психологи приписують мотиву спонукальну і спрямовуючу функції (біхевіоризм, психоаналіз та ін.) або диференціацію поведінки людини неусвідомлюваними мотивами. Біхевіористи розуміють під мотивом дію будь-яких зовнішніх чи внутрішніх стимулів, що викликають певну поведінку. Встановлено, що представники психоаналізу приписували функції мотиву різним вродженим інстинктивним потягам, які в соціальних умовах частково пригнічуються й існують у непрямих формах. Узагальнено, що у вітчизняній психології мотив розглядають нерозривно від людської діяльності як один з її структурних компонентів, без якого неможливо розкрити її психологічну природу. Констатовано, що мотиви виражають сутність

особистості, забезпечуючи її взаємодію з оточуючим середовищем та соціальними умовами.

Ключові слова: мотиваційна сфера особистості, напрями у сучасній психології, майбутні фахівці соціономічних професій, навчальна мотивація, мотив, зарубіжна психологія, вітчизняна психологія, когнітивна психологія; класифікаційний, феноменологічний і структурний підходи.

Л.А. Онуфриева. Теоретико-методологический анализ мотивационной сферы личности будущих специалистов социомических профессий. Автором осуществлён теоретико-методологический анализ мотивационной сферы личности будущих специалистов социомических профессий. Указано, что мотивация – одно из базовых понятий в психологии – используется для объяснения движущих сил поведения, деятельности человека. В психологической литературе анализируются различные подходы к пониманию феномена мотивации. В результате анализа литературы по исследуемой проблеме выделены и обобщены основные из них: классификационный, феноменологический и структурный, которые, имея свою специфику, являются взаимодополняющими и взаимопроникающими. Указано, что одним из направлений в современной психологии является изучение мотивов по принципу их взаимодействия. Отмечено, что совокупность различных побуждений, которые определяют направленность поведения и деятельности, составляют мотивационную сферу личности. Подитожено, что исследование мотивов в психологии происходит по разным направлениям, а именно: через составление их классификации, феноменологическое описание, построение структуры отдельных мотивов. Одним из направлений в современной психологии является изучение мотивов по принципу их взаимодействия. Сделан вывод, что зарубежные психологи приписывают мотиву побудительную и направляющую функции (бихевиоризм, психоанализ и др.) или дифференциацию поведения человека неосознаваемыми мотивами. Бихевиористы понимают под мотивом действие любых внешних или внутренних стимулов, вызывающих определённое поведение. Установлено, что представители психоанализа приписывали функции мотива различным врождённым инстинктивным влечениям, которые в социальных условиях частично подавляются и существуют в косвенных формах. Сделан вывод, что в отечественной психологии мотив рассматривают неразрывно от человеческой деятельности как один из её структурных компонентов, без которого невозможно раскрыть её психологическую природу. Констатировано, что мотивы выражают сущность личности, обеспечивая её взаимодействие с окружающей средой и социальными условиями.

Ключевые слова: мотивационная сфера личности, направления в современной психологии, будущие специалисты социомических профессий, учебная мотивация, мотив, зарубежная психология, отечественная психология, когнитивная психология; классификационный, феноменологический и структурный подходы.

Actuality of the research problem. The problem of motivation in modern psychology is studied extensively (S. Rubinstein, A. Leontiev, L. Bozhovych, H. Kostyuk, P. Jacobson, H. Heckhausen, Y. Ilin, M. Matiukhina, A. Markova, T. Hordieieva, M. Boryshevskyi, Y. Hilbukh, S. Maksymenko, V. Semychenko, Y. Shvalb and others). However, despite on the significant number of scientific papers on the phenomenon of motivation, it cannot be completely solved.

The questions of academic motivation and motivational sphere characteristics depending on the level of educational progress are not enough studied. In the field of psychology well-known studies are ones of the problems of motivation in pupils' learning (M. Aleksieieva, O. Skrypchenko, M. Dryhus, N. Zubaliy, S. Drozdenko, N. Prorok and others). Psychological studies of motivation ontogenesis (by T. Mariutina, S. Moskvychov, L. Bozhovych, Y. Ilin, V. Shadrykov) made it possible to distinguish groups of motives underlying the implementation of pupils' educational activities.

The formation of learning motivating through the activity organizing has become the subject of study in line with the researches under the direction of P. Halperin, V. Davydov, N. Talyzina, D. Elkonin. The emergence of the phenomenon of "motivational vacuum" at the end of primary school have appeared in the works of M. Aleksieieva, O. Dusavytskyi, O. Kyrychuk, M. Matiukhina, A. Markova, V. Merlin, V. Morhun.

However there are still many unstudied aspects of the problem.

The purpose of this article is the theoretical and methodological analysis of motivational sphere of future socioeconomic specialists' personalities. In order to achieve this goal it was necessary to make a theoretical analysis of motive and motivation in conceptual approaches of foreign and domestic scientists.

The basic information. Theoretical and methodological principles of the research arise from the system integration of well-known principles of psychology concerning the personality formation and organic relationship between consciousness and self-consciousness (M. Boryshevskyi, K. Platonov, S. Rubinstein, P. Chamata), unity of mind and activity, determination of psyche by social factors (L. Vyhotskyi, H. Kostyuk, S. Maksymenko), correlation between learning and development (L. Vyhotskyi, O. Leontiev, H. Kostyuk), the ability of each individual to self-realization and personal growth (A. Maslow, C. Rogers).

Motivation is one of the basic concepts in psychology used to explain the driving forces of behavior, human activity. In the psycho-

logical literature different approaches to understanding of the phenomenon of motivation are examined. The analysis of the literature on this issue has allowed us to identify and summarize the main ones.

Classification approach to the study of motives takes a significant place in the domestic and foreign psychology, confirming the need for compiling scientifically designed and reasonable list of motives.

Mc Dugall created the classification of inclinations that preceded the actual appearance of motives' classifications. Mc Dugall, considering the concept of instinct as explanatory principle, laid the foundation for the study of motivation in line with instincts. He considered any behavior as "teleological, specifically focused on the achievement of the target future state" [7, p. 106]. The explanation of purposeful behavior to achieve goals through instincts gave rise to many interpretations, leading to the need to replace the terminology of "instinct" to "tendency". According to the scientist, the tendency is a functional unit of general mental organization, which is generated by the active trend, desire, impulse or desire for a certain purpose. Mc Dugall distinguished 18 inclinations, including: extracting food, fear, curiosity, intercourse, self-assertion, rest and sleep, anger, call for help, purchasing and others [7, p. 98].

It is clear that the explicit empirical character of Mc Dugall's classification, mixing biological and social inclinations in a single list, lack of criteria to describe them cannot be attributed to the research. However this classification was the first reason for need to include in the explanation of behavior and the concept of motivational characteristics of a personality. All subsequent studies in foreign psychology have already used the concept of motivation, need and desire.

In the study of personality the problem of motivation is studied only in the aspect of human psychology. Motivation is treated either as a key to the description and a deeper understanding of personality and individual differences (line of personality psychology) or as a process, which is defined as the actual behavior (line of cognitive psychology and psychology of motivation).

Interesting researches of the phenomenon of motivation were the studies of Nartsiss Akh and Sigmund Freud [4, p. 268]. Their research approaches were different, but not opposite. N. Akh tried to detect the leading component of cognitive processes with the help of experimental and psychological methods. He postulated the existence of the determining trends that govern the activities and determine the content of consciousness.

Z. Freud also came from the fact that there were hidden, unconscious processes. Therefore, the “unconscious” he saw as the key to the explanation of human activity. In modern psychology, psychoanalysis is the first in the development and analysis of scientific interpretation of motive as a determinant of behavior. Z. Freud firstly examined the psyche as an energy system that accumulated “tension”, which can be acted as unreleased and unavailable consciousness aspirations and ambivalent feelings, in short, all that came in the unconscious under the pressure of mechanisms of psyche protection. In addition, conscious aspirations form “tension” which, being summarized, activates human behavior. As a result of actions a man in any way reduces stress, enjoying. However, the motives cannot be reduced to simple human needs, and act as a complex aggregate image of many aspirations and obstacles to their implementation. Freud’ view on the activation of behavior not only put the psychology on the higher, new in a quality understanding of the category of motive, but also made it possible to explain the real causes of human behavior, separating the cultural, aesthetic and other unscientific limitations towards a sound understanding of the motives [7, p. 269].

A pupil, and subsequently the opponent of Z. Freud, A. Adler developed his own theory, according to which the basis of the behavior activation is not the aspiration to satisfaction, but peculiar to each person from birth feelings of inferiority. In order to overcome this feeling, the person starts to act. Also among the activating determinants the scientist identifies the “social interest”, which is formed during life, and largely depends on the education and environment of the individual in the process of development. A. Adler comes out of the positions that the power of motives is individual, and he introduces the concept of the degree of “activity”, which explains the effectiveness of behavior activation [4, p. 225].

Within the lines of the development of motivation psychology that originate from the views of Mc Daugall, S. Freud, K. Lewin, H. Murray there was created the classification of motives based on the system of “individual – environment” with the central concept of “need”. According to the content the concept of “need” is inseparable from the concept of “aspiration” and is defined as a potential readiness to respond in a certain way in certain conditions and at the same time as stable personality traits. The need was as a dispositional and functional variable.

As a motivational disposition, the need is classified on various reasons. In particular, H. Murray distinguishes: primary and

secondary needs; positive and negative, obvious and latent ones. Obvious needs are freely and objectively manifested in the external behavior, but latent ones are manifested in game activities or in fantasy. In certain situations individual needs can be combined in the motivation of behavior, conflict with one another, submit to one another and so on. Murray included the aspiration for the progress, affiliations, aggression, independence, domination, protection, avoidance of failure, find of help and others into the group of psychogenic motives. This group also includes the needs for knowledge, creation, recognition, they were postulated, but were not systematically studied [4, p. 277].

General humanistic approach of A. Maslow realized in the classification of motives, comes not so much from the current behavior, but from what it should be. He developed a hierarchical classification of motives (meaning the motive as current need), placing the problem of value orientations and the meaning of life at the center of research of a personality. His classification is built in a hierarchical order. The place of motives in the hierarchy is determined by the principle of their pleasure-displeasure. So, the satisfaction of needs placed below is a prerequisite for raising the top of the hierarchy [3].

In his classification Maslow distinguishes not the individual needs but the whole groups and organizes them into a value hierarchy in accordance with the role of the personality development:

- physiological needs (homeostatic ones associated with maintaining a constant internal environment of the organism – water, salt, protein, sugar and needs of unhomeostatic nature – sexual need, the need in sleep);
- the need for security (confidence, security, freedom from fear, anxiety and chaos);
- the need for social relationships (love and affection);
- the need for self-respect (achievement, recognition, approval);
- the need for self-actualization [3, p. 160].

The humanistic approach to clarifying the nature of motives let make the position of Maslow modern, which was absent at previous classifications. He singled abilities and inclinations of the personality (in particular, creativity, independence, responsibility, self-actualization), which were not mentioned by previous researchers and were not prepared by the academic psychology and psychoanalysis.

Speaking about the motive in humanistic psychology it should be considered the approach of G. Allport, who believed that an adult is functionally autonomous, independent of the needs of the body,

largely conscious, highly individual. From this perspective, the scientist was convinced that the motives of a man are the only conscious, reasons of its activities are understandable, behavior is carefully planned, and the consequences of all actions are clear. In the dispositional theory of personality Allport repelled with the help of the idea that the dispositions in their unity activate and direct human activities during life. The goals activate the individual's behavior in his theory, they are projected into the future, which cannot be fully identified some situational and divergent motives, separated from proprium, because personality is in constant development, which serves as the main determinant of behavior [7, p. 364].

In cognitive psychology the development of the problem of motive belongs to L. Festinger. It was his theory of cognitive dissonance that became the foundation of many studies of behavior activation. In cognitive dissonance Festinger understood the differences between two or more cognitions that represented any knowledge or belief in the broadest sense of these words. They may be the ideas of a man about himself and the outside world, regardless of whether they were interiorized or produced by the same individual. The inner world of a man is firstly subordinate to the distinct laws of logic, and their violation provokes dissonance experienced by a man as discomfort. In order to reduce this dissonance a person must change own cognition. In such a way the author can explain the change of beliefs, concepts and ideas due to external factors or disagreement of cognitions that can trace the changing of activities motives [4, p. 287]. The general theory of cognitive dissonance allowed largely to explain the formation and change of motives of complex activities besides bring these explanations under experimental basis.

In imitation of some the most famous in foreign psychology classifications of motives we can see that they are composed empirically without theoretical justification, in accordance with the prevailing understanding of each motive, their definition of "disposition", "aspiration", "motive", "need" doesn't give an accurate picture of the reality in each of them. The common feature of comparative analysis consists in difficulties in distinguishing concepts of "need" and "motive" in foreign psychology.

If G. Murray see in need a dispositional, hypothetical construct with its characteristics, and he clearly follows this conception and use of the term, H. Heckhausen include need, desire, inclination, aspiration in the concept of motivation because he considers not a definition, but their general meaning as dynamic orientation of the subject's action to the specified target states [6, p. 33]. Such need's

ability to induce, maintain and terminate the behavior results in terms of identifying concepts of need and motive. In this sense of the need the necessity of the concept of “motive” disappears. It is replaced by the term “motivation”.

The study on motives on the basis of classifications making did not give results that meet academic requirements. In foreign psychology it creates an atmosphere of frustration around the various attempts to build classifications.

The descriptive approach to the study of motives and methods of their description can be called phenomenological. It is characterized by a description of experiences and actions that may be real or imaginary, based on the perceptions of key needs, emotions, mental states, images that have to be experienced. The phenomenological approach allows us to describe and differentiate motives related to material needs.

A. Maslow describes motivational dispositions as “a need in love” through the experience of tenderness, joy, happiness, the aspiration for a loved man, the desire to know him [3, p.156–170]. The phenomenological descriptions of motivation of achievement, domination (power), aggression, assistance included in the classification of M. Murray are enough complete.

Modern scholars point out that the phenomenological approach to the study of motives is acceptable and the disabilities point to the shortcomings of its opportunities. In addition, objective reason for its incomplete usage is the lack of universally recognized scientific norms to describe the phenomena.

At the same time, experimental studies of need and motivational sphere require structural and operational descriptions of phenomenology, that condition the necessity of structural approach to the study of motives.

Experimental study of motives is one of the most difficult problems of psychology, because “one cannot see them directly and one have to judge on their presence in the person, on the level of their development and features content based on circumstantial evidence” [1, p. 331].

Firstly G. Murray found the idea of motives research by analyzing images of the imagination. One could judge about some motive on the following principle: the more images and the more clearly they are presented in the objective world of a man, the stronger motive is [4, p. 278]. This idea was implemented through thematic unperceptual tests (TUT) which allowed not only identifying the motive, but scoring its intensity using methods of content analysis. A

classic example of the method of using TUT of motives is considered to be the studies of G. Murray, McClelland and Atkinson.

The proposed method contributed to the study of motivation significant advance. The development of these traditions belongs to H. Heckhausen who structured phenomenological content of motivation of achievement, based on the activity diagram [6]. He found two trends in this scheme: the hope for success and fear of failure. This contributed to the specification of classification approach of G. Murray, who identified two motives: the motive of achievement and avoiding of failure. The following similar trends as waiting for appeal with hope and waiting with the fear of rejection in the structure of motivation of appeal were withdrawn by A. Mehrabnian using TUT.

Thus the classificational, phenomenological and structural approaches, with their own specificity, are complementary and interpenetrating. However, in modern psychology, there has been a clear approach to the study of motives on the basis of their interaction. It should be emphasized that the majority of motives are studied from the position of phenomenological approach in modern psychology. Especially it concerns such complex motives as motives of self-respect, self-affirmation, recognition and so on. However, these descriptions are not always specific and reasonable.

In domestic psychology the problem of motives and motivation was studied by L. Vyhotskyi, S. Rubinstein, O. Leontiev and other scientists. As a result of these studies the concept of “need” and “motive” were differentiated and the meaning of the concept of motive was proved. This content includes the characteristics related to the satisfaction of specific needs that motivate to action.

Such specific definition of a motive was found in studies of O. Leontiev who made a great contribution to the study of motive of activity. According to his ideas “... the subject of the activity is a valid motive. It can be a real and ideal, as real in perception, and existing in the imagination, in thought. ... It can always meet a particular need” [2, p. 102].

One of the significant results of studies on the motivation of human behavior is a difference of two levels of motivational structures – persistent, generalized and specific situational. The first ones prompt specific action only with the help of producing others that represent a certain form of existence of the first ones. Such a steady substantive content characterizes not the object of needs then the personality who feels it. According to S. Rubinstein, the properties of nature are ultimately a trend, prompting, motive that

naturally occurs in a particular person in homogeneous conditions. In this case he had in mind the generalized substantive content of motive.

In the domestic psychology it is acceptable to consider any activity with polymotivational character. According to this one of the motives is leading, and others are subordinates who perform only a function of additional stimulation. It is assumed that the motives may be in different relationships: strengthen or weaken each other, engage in mutual contradictions, etc. In addition, a certain hierarchy of motives is postulated.

In order to avoid terminological ambiguity A. Siryi offers to introduce the concept that it would be able to explain and describe the meaning of interacting motives and at the same time each of others in a single multidimensional structure of influences. Such notion was “motivational profile” and the approach to the study of system formation motives can be described as a profile one. Motivational profile includes not only the interaction of reasons, it is a psychological property, meaningful and dynamic personality characteristics [5].

The conclusion. Thus on the basis of the given data it can be concluded that motivation is one of the basic concepts in psychology, which is used to explain the driving forces of behavior, human activities. Different approaches to the notion of the phenomenon of motivation are analysed in the psychological literature. The analysis of the literature on this issue has allowed us to identify and summarize the main approaches: classification, phenomenological and structural ones, which with their own specificity are complementary and interpenetrating.

One of the trends in modern psychology is the study of motives on the basis of their interaction. The study of motives in the psychology is established to develop in different directions, in particular through the formation of their classifications, phenomenological description, structuring of individual motives. One of the trends in modern psychology is the study of motives on the basis of their interaction.

Foreign psychologists ascribe to the motive an incentive and directional functions (behaviorism, psychoanalysis etc.) or the differentiation of human behavior by the unconscious motives. Behaviorists consider the motive as the action of any external or internal stimuli that cause certain behavior. The representatives of psychoanalysis attributed the functions of motive to different inborn instinctive inclinations, which were partially inhibited in social condi-

tions and they existed in indirect forms. In the domestic psychology (S. Rubinstein, O. Leontiev and others) the motive is considered indissolubly with the human activities as one of its structural components, which is essential to reveal its psychological nature. Motives express the essence of the personality and ensure its interaction with the environment and social conditions.

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L.A. Onufriieva. Theoretical and methodological analysis of the motivational sphere of future socioeconomic specialists' personalities. The theoretical and methodological analysis of the motivational sphere of future socioeconomic specialists' personalities are realized by the author. It is mentioned that motivation is one of the basic concepts in psychology, which is used to explain the driving forces of behavior, human activities. Different approaches to the notion of the phenomenon of motivation are analysed in the psychological literature. In the result of the analysis of the literature on this issue there have been distinguished and generalized the main approaches: classification, phenomenological and structural ones, which with their own specificity are complementary and interpenetrating.

One of the trends in modern psychology is indicated to be the study of motives on the basis of their interaction. The combination of different motives that determine the direction of behaviour and activities is noted to be the motivational sphere of the personality. The study of motives in the psychology is established to develop in different directions, in particular through the formation of their classifications, phenomenological description, structuring of individual motives. One of the trends in modern psychology is the study of motives on the basis of their interaction.

It is concluded that foreign psychologists ascribe to the motive an incentive and directional functions (behaviorism, psychoanalysis etc.) or the differentiation of human behavior by the unconscious motives. Behaviorists consider the motive as the action of any external or internal stimuli that cause certain behavior. The representatives of psychoanalysis attributed the functions of motive to different inborn instinctive inclinations, which were partially inhibited in social conditions and they existed in indirect forms. To sum up, in the domestic psychology (S. Rubinstein, O. Leontiev and others) the motive is considered indissolubly with the human activities as one of its structural components, which is essential to reveal its psychological nature. Motives are stated to express the essence of the personality and ensure its interaction with the environment and social conditions.

Key words: motivational sphere of the personality, trends in modern psychology, future specialists of socioeconomic professions, academic motivation, motive, foreign psychology, domestic psychology, cognitive psychology; classification, phenomenological and structural approaches.

Received October 14, 2014

Revised November 18, 2014

Accepted December 05, 2014