

# PHASED FORMATION OF FUTURE MANAGERS-AGRARIANS' MOTIVATION FOR COMMUNICATIVE ACTIVITY IN HIGH SCHOOL

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## ***Annotation***

*It was found that the process of future managers-agrarians' motivation for communication formation is complex and multifaceted and requires phasing and consistency. The phases of motivation for communication formation are distinguished and studied; the necessity and specifics of each phase are substantiated. The process of future managers-agrarians' communicative needs, goals and motives formation is studied; future managers-agrarians' professional communication specificity is determined; hitherto unused possibilities of future managers-agrarians' communicative competence formation and motivation for communication formation are outlined.*

**Keywords:** motivation, communication, communicative competence, managers-agrarians, communication needs, human value, professional value.

**Statement of the problem.** One of the main objectives of professional training of agricultural universities in the modern information society is future managers-agrarians' communicative competence formation. Communicative activity of these specialists gained great importance, intensity and dynamics of development that requires constant improvement of educational process of future managers-agrarians' communicative competence formation and consideration of all its factors.

An important internal factor of this process is the motivation of future managers-agrarians for communication. It is clear that the formation of competence in communication depends largely on the availability of the need for communication, the nature of motives and respective objectives. Communication

on universal and professional level should be of great value for future managers-agrarians and the development of communicative competence should be one of the key objectives of professional training. Therefore, the question of motivation for communication formation is very significant in the context of communicative competence formation of these specialists.

**Analysis of the latest sources.** Motivation as an important factor in improving activity effectiveness is the subject of research of many scientists from different fields for quite a long time. There are theories of motivation of A. Maslow, D. Mack Klelland, F. Herzberg, B. Vroom, L. Porter - E. Lawler et al. Motivation of communication was fundamentally researched by A. Petrovsky, M. Kistyakovska, L. Marisova, M. Ainsworth, E. Maccoby, X. Harlow et al.

Among modern researches of communication motivation, studies of interconnection of communication peculiarities with affiliation motivation by N. Volchkova, T. Goncharova and M. Fedyayeva [1], the study of motivation of self-disclosure in interpersonal communication by I. Shkuratova [2], the study of professional communication motivation by A. Moskalenko [3], the study of preparation for professional communication in the process of teaching humanities by N. Berestetska [4] and some others deserve special attention, in our opinion.

The analysis of these studies and the study of future managers-agrarians' communicative activity peculiarities, enable identifying of motivation for communication peculiarities and prediction of necessary areas of work in the process of future managers-agrarians' motivation for communication formation.

**The main material of research.** Communicative competence formation of future managers-agrarians' in universities requires the successful formation of motivation for communication. As communication of modern managers-agrarians is, in structure, complex and includes different aspects, the process of formation of motivation for communication should be realized, in our view, gradually and systematically.

Future managers-agrarians' motivation for communication includes motivation for effective communication as a universal value (on universal level), the incentives for effective professional communication as professional values (professional level), the motivation for effective professional foreign language communication as a universal and professional values (on universal and professional level), as well as the ability to motivate others for effective professional and human communication (ability to motivate on universal and professional level).

We assume that one of the conditions of future managers-agrarians' communicative competence formation in high school is development of motivation in all these directions. Our goal at the moment is to distinguish and examine all stages of motivation for communication formation and to justify their relevance and peculiarities.

Phased formation of motivation for communication is relative and primarily determines the sequence, priority of motivational processes, rather than isolates them from each other in the pedagogical process.

The first phase of motivation for communication formation, formation of motivation for an effective communication as a universal value, is the basic and provides for a powerful educational impact on future managers-agrarians. Future managers-agrarians are, above all, people with their own values, needs, interests, fears and so on. Therefore, the first priority must be the formation of necessary needs, goals and motives, aimed at universal communication and development of communicative competence.

The basis of communication is the need to meet these communication needs (according to L. Marisova): the need for the other person and the relationship with him/her; the need for belonging to a social community; the need for empathy and compassion; the need for care, help and support from others; the need to help, care and support others; the need to establish business relations for joint activities and cooperation; the need for constant exchange of ideas; the need for evaluation from

others; the need for respect and authority; the need to develop a common understanding and explaining the objective world and everything that happens in it.

It is important to teach future managers-agrarians to realize these needs in the process of communication. In case, when communicative needs are not sufficient for an intense and effective communication, they must first be developed.

It is appropriate, in our view, to use the following universal ways of needs development, distinguished by S. Yurkovskaya:

1). Changing the position of a student life in general and in the system of relations in particular. Performance of different social roles requires performance of different requirements, which evokes a sense of emotional well-being and appearance of new aspirations and desires.

2). Learning new ways and forms of behavior and activity. In the process and as a result of formation of communicative abilities and skills and communication, a feeling of self significance, self-respect, and the need for activity mastering and communication appears, as well as the wish for further enhancement and development of own positions.

3). The development of the necessary inside the motivation when the appearance of the some components of motivation leads to the development of other components.

4). The development of the structure of motivational sphere, in terms of development of correlation between interacting needs and motives. [5]

The mentioned methods of needs development are appropriate to apply in the development of communicative needs of future managers-agrarians as follows:

1. In educational conditions, to vary the status, the position of future managers-agrarians and create situations that involve personal growth and success in communicative interaction.
2. To provide learning new ways and forms of behavior in communication that will lead to the increase of self-esteem and

pleasure from the process of communication for future managers-agrarians, the need for further strengthening and developing their communication abilities and skills.

3. To develop needs inside motivation since the appearance of such components of motivation as goals and motives leads to the development of other components that is needs.
4. To develop motivational sphere structure, filling it with content and complex ratio of interacting elements

The second stage of motivational training of future managers-agrarians is creation of motivation for effective professional communication as professional value.

We believe it is important to distinguish the process of formation of motivation for effective professional communication as a professional value in a separate phase because of the need to take into account the specificity of future managers-agrarians' professional communication in the process.

Specificity of future managers-agrarians' professional communication is primarily determined by the branched structure of communicative activity and communication roles and typical situations of communicative interaction. Formation of motivation for effective professional communication, therefore, involves formation of appropriate communicational needs, goals, motives will promote the effective participation of future managers-agrarians in professional communication activity of all kinds in all specific situations and roles.

Motivation for effective professional communication of future managers-agrarians should be developed in the learning process through typical situation of communicative interaction of different types. For this purpose, it is necessary to list specific professional communication situations of future managers-agrarians and work them up in the studying process.

The third stage of future managers-agrarians' motivational training is building motivation for effective professional foreign language communication as a universal and professional value.

In the modern world of global business, communicative competence of future managers-agrarians provides them the ability to enter into communication with specialists from all over the world. A successful development of agribusinesses is currently not possible without a dynamic exchange of useful information, experience and ideas. International cooperation is an important factor in the development of agro-industrial complex of Ukraine. In such circumstances, a future managers-agrarian must sufficiently master the language of international communication, English, that, in turn, requires motivation to effective professional foreign language communication as a universal and professional value.

It is important to point out that the process of learning a foreign language has significant opportunities for the development of general motivation and motivation for effective professional communication in particular, because learning a foreign language is based mainly on communication.

Moreover, in our opinion, the process of learning a foreign language has now a significant, yet not used, resource of formation of communicative competence and motivation for communication. It is not only about foreign language classes, but also classes in professional disciplines, which, today, are in a foreign (English) language.

The fourth phase of future managers-agrarians' motivational training is formation of motivation as the ability to motivate others to universal and effective professional communication.

The formation of future managers-agrarians' ability to motivate others (subordinates, colleagues, partners etc.) for effective communication activity and work in general should, in our opinion, be based on working up the typical professional situations of communicative interaction of these

specialists with others. In this statement, we rely on Patrick Forsyth's opinion, described in his book «How to Motivate People» [6], that motivation (motivating others) is one of the key tasks of a manager and it should be considered in the overall context of his/her functions (planning, recruitment and selection of personnel, organization, control, motivation).

**Conclusion from the study.** Thus, it was found that the process of managers-agrarians' motivation for communication formation is complex and multifaceted and requires phasing and consistency. The phases of motivation for communication formation have been distinguished and observed, the necessity and specifics of each have been grounded. We affirm that gradual formation of motivation for communication is one of the conditions of future managers-agrarians' communicative competence formation in high school.

**Prospects for further research.** In future, it is necessary to find out other pedagogical conditions of future managers-agrarians' communicative competence formation in high school, and discover all the means of phased implementation of future managers-agrarians' motivation for communication formation.

## **Literature**

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