

Diagnosing the level of motivation and value component of professional plurilingual competence of future managers

(PhD, Hanna Piskurska)

The article highlights the problem of diagnosing the level of motivation and value component of professional plurilingual competence of future managers. It is suggested that the level of motivation and value component of professional plurilingual competence of future managers should be measured in terms of the following indicators: motives of professional activity; professional value orientations; need for the development of professional plurilingual competence. The diagnostic tools for determining the major motives and values which underlie the process of developing professional plurilingual competence are characterised and the levels of motivation and value component are described.

Keywords: *motivation; value; professional plurilingual competence; diagnostic tool; future manager.*

Introduction. Currently, the new socio-economic conditions related to the processes of internationalization, integration, and globalization in Ukraine are giving rise to a number of strategic issues, namely the problem of professional training of future specialists. In this context, it has become an urgent task to provide highly professional training for the students to develop their professional plurilingual competence (PPC), which greatly contributes to their ability to integrate globally, to increase their competitiveness in international markets, and to work fruitfully with their colleagues and partners abroad.

Recent research on the topic. The problem of developing various types of professional competence is thoroughly substantiated by O. Vovk (communicative and cognitive competence); I. Bim, M. Biram, V. Buhbinder, N. Gez, E. Zeier, R. Milrod, E. Pasov, M. Swayne, D. Hymes (foreign language competence); R. Grishkova, N. Ignatenko, V. Kalinin, A. Petrova (foreign language socio-cultural competence). The theoretical and methodological basis for the process of developing the plurilingual competence is mainly studied by scholars in the political and social

aspects of plurilingualism by J. C. Beacco, S. Breidbach, M. Cavalli, D. Coste, A. Crişan, P. H. van de Ven.

Motivation and value orientation are considered to be the precondition and condition of learning as well as the result of learning activities. The question of human motivation has been studied by D. McClelland, D. Atkinson, G. Hechhausen, G. Kelly, J. Rothert, C. Rogers, R. Mey, O. Leont'ev, etc. The motivational aspect of teaching has long been paid much attention in psychological and pedagogical literature by S. Rubinstein, L. Bozhovich, O. Kovalyev, G. Kostyuk, V. Merlin, V. Sukhomlynsky, M. Alekseeva, I. Sinitsa, etc.

Relevance and purpose of the article. However, the problem of diagnosing the PPC motivation and value component level is still open for discussion, which determines the relevance of the article. Thus, the purpose of the article is to substantiate the system of tools to diagnose the level of motivation and value component of professional plurilingual competence of future managers.

The research findings. Professional plurilingual competence is one of key, universal competencies of a manager and determines their competitiveness, since in their professional activity managers have to be able to communicate with partners from abroad, be aware of conversation rules and business etiquette adopted in various foreign countries, make use of information sources in foreign languages, actively apply their experience in cross-cultural professional sphere. Professional plurilingual competence of the future manager is a universal professional and personal quality that integrates linguistic and professional knowledge and skills and characterizes the readiness of the specialist to take part in multicultural communication in the field of management and their ability to effectively use the possibilities of their own language repertoire and non-verbal means for solving job-related tasks [5, c. 55].

One of the core components in the structure of PPC is motivation and value, which presupposes that future managers feel motivated for multicultural communication in their professional activities, they set a value upon language learning and recognize the importance of multicultural awareness in order to perform professional tasks.

The following indicators have been selected for diagnosing the level of motivation and value component of professional plurilingual competence of future managers: 1) motives of professional activity; 2) professional value orientations; 3) need for the development of professional plurilingual competence [5, c. 55].

To identify the PPC level development in terms of the motivation and value criterion, the following diagnostic tools were used: 1) the methodology for studying the professional motivation by K. Zamfir (modified by A. Rean); 2) the method for determining the value orientations by M. Rokich; 3) the questionnaire for students “Determining the need for professional plurilingual competence development (modification of the methodology by O. Goryachuk)”.

The study of the first indicator, namely, the motives of professional activity, was carried out by means of the methodology for studying the motivation of professional activity by K. Zamfir (modified by A. Rean) [6], which is based on the concept of internal and external motivation. Internal motivation (IM) is revealed in cases when the activity itself is important for an individual. If the basis of the professional activity motivation is the desire to meet other external needs in relation to the content of the activity itself (motives of social prestige, salaries, etc.), in this case an individual is led by external motivation (EM). External motives, in turn, should be divided into external positive and external negative. External positive motives (EPM) are more effective and desirable from the point of view of professional self-realization than external negative motives (ENM).

Having obtained the results, the following motivational complexes were determined:

1) optimal balance of motives $IM > EPM > ENM$ and $IM = EPM > ENM$, where internal motivation (IM) is high, and external positive motivation (EPM) is equal to or lower than IM, but relatively high;

2) unsatisfactory balance of motives $ENM > EPM > IM$, where the external negative motivation (ENM) is very low or close to 1.

The more optimal is the motivational complex (the balance of motives), the more students' activity is motivated precisely by the content of their professional activity, the desire to achieve certain positive results in it.

The patterns of motivational complexes determined during the research are represented in Table 1.

Table 1

Motivational complex				
IM	=	EPM	>	ENM
IM	<	EPM	>	ENM
IM	>	ENM	>	EPM
IM	>	EPM	=	ENM
IM	=	EPM	=	ENM

where CG – control group; EG – experimental group; IM – internal motives, EPM – external positive motives; ENM – external negative motives.

Having analysed the results, we can suggest that the intermediate motivational complex is characteristic for most students, which is not optimal enough. In this case, the activity of future specialists is motivated more by external positive factors, and not by internal motives. Students led by the optimal motivational complex experience internal need and interest in the process of professional activity. The unsatisfactory motivational complex $IM = EPM = ENM$ is characteristic for students, who may have indifferent attitude towards future professional activities.

The levels of development of the second indicator, i.e. professional value orientations of the future managers, were diagnosed by means of M. Rokich's questionnaire "Value orientations" [3] aimed at studying the system of value orientations of an individual. The methodology is based on the direct ranking of the list of values, divided into two classes: terminal values (values-goals) and instrumental values (values-means). Terminal values include the belief of an individual that any ultimate goal of individual existence from personal or social point of view is worth it to strive for. As for instrumental values, there is a conviction that any form of action is preferable to personal and social perspectives in any situation. While analyzing the ranking of values, attention was drawn to their grouping into the content blocks on the basis of questionnaires:

- terminal values: specific vital values (health, work, friends, family life) or abstract values (knowledge, development, freedom, creativity); values of

professional self-realization (interesting work, productive life, creativity, active life) or values of personal life (health, love, friends, entertainment, family life); individual values (health, creativity, freedom, active life, entertainment, self-confidence, materially secured life) or the value of interpersonal relationships (friends, happy family life, happiness of others); active values (freedom, active life, productive life, interesting work) or passive values (beauty of nature and art, self-confidence, knowledge, life wisdom);

- instrumental values: ethical values (honesty, irreconcilability to disadvantages);
- values of interpersonal communication (parenting, cheerfulness, responsiveness) or the value of professional self-realization (responsibility, efficiency in business, firm will, diligence); individualistic values (high queries, independence, firm will) or conformist values (diligence, self-control, responsibility);
- altruistic values (tolerance, sensitivity, breadth of views); values of self-affirmation (high demands, independence, intransigence, courage, firm will) or the value of accepting others (tolerance, sensitivity, breadth of views); intellectual values (education, rationalism, self-control) or value of emotional worldview (cheerfulness, honesty, responsiveness).

While processing and interpreting the results, the following groups of value orientations of the future manager were taken into account: professional (economic), social and spiritual. For this purpose, a rank was determined to which students attributed a certain value orientation. 1-5 ranks correspond to a high level of development of a group of values, 6-12 ranks – the average level, 13-18 ranks – the low one.

The study of the third indicator of the motivation and value criterion, i.e. the need for the PPC formation, was carried out in the form of the survey “Assessment of the need for the formation of professional plurilingual competence” (modification of the survey by O. Goryachuk [1]. The survey is a set of statements concerning the indication of interest in the PPC formation in the educational process. Students

evaluated the degree of manifestation of a certain fact in their behavior on a 7-point scale.

Having processed the obtained results we were able to identify the following levels of students' needs in the PPC development:

1) the high level of awareness of the PPC formation need presupposes that the student realizes the importance of the PPC as an integrative quality of a manager's personality, strives for its development, tries to constantly expand their own plurilingual repertoire, uses it in educational and professional activities.

2) awareness of the PPC formation need at the intermediate level presupposes that the student considers the PPC to be an important personality quality to achieve success in studying and professional activities, situational desire to develop and apply the PPC in their academic and professional life

3) the low level of awareness of the PPC formation need can be characterized by the weak indication of the need for the development of the PPC as an integrative quality of the individual and indifferent attitude to the acquisition of competencies necessary for its formation.

The statistical significance of the difference between the results of the initial and control phases of the experiment was carried out by means of Fischer's criterion.

Conclusions. In our opinion, the process of forming the PPC motivation and value component was the most complicated, since the students develop awareness of the essence of professional activity during the practical implementation of subject, linguistic, intercultural knowledge and professional abilities in job-related activity.

Thus, the set of diagnostic tools presented in the article proved to be effective in identifying the PPC motivation and value component level and allowed us to identify the positive dynamics of forming conscious, internal motives and goals of students, aimed at the development of professional motivation of future managers, the core of which is a system of economic, social and spiritual values.

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Г. В. Піскурска

ДВНЗ «Донецький національний технічний університет»

Діагностика рівня сформованості мотиваційно-ціннісного компонента професійної плюрилінгвальної компетентності майбутніх менеджерів

У статті висвітлено питання діагностики мотиваційно-ціннісного компонента професійної плюрилінгвальної компетентності майбутніх менеджерів. Виявлені критерії та показники сформованості досліджуваного компонента, наведено діагностичний інструментарій для визначення основних мотивів та цінностей, якими керуються студенти в процесі розвитку власної професійної плюрилінгвальної компетентності, а також охарактеризовано ступень їх прояву.

Ключові слова: професійна плюрилінгвальна компетентність; мотив; цінність; діагностичний інструментарій; майбутні менеджери.