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TÍTULO: La motivación como conductora de la preparación psicológica de los estudiantes de la Facultad de Derecho para su futura profesión.

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RESUMEN. El estudio se debe a las condiciones cambiantes que influyen en el entorno de vida y de trabajo de la sociedad moderna, las cuales actualizan la necesidad de reformar el sistema de educación superior en Rusia debido a las demandas de un alto nivel de profesionalismo entre los futuros especialistas. Se analiza el papel de la motivación en la preparación psicológica de los estudiantes de derecho para actividades profesionales y evaluar la correlación entre el nivel de preparación para la profesión jurídica futura y el contenido de la formación profesional en la universidad. El estudio se aplica en el marco de los enfoques sociales, pedagógicos, integradores y de competencia, abarcando todos los aspectos de las actividades académicas de los estudiantes de derecho, incluida su formación profesional.

PALABRAS CLAVES: educación, motivación de los estudiantes, preparación psicológica, actividad profesional, formación profesional.

TITLE: The motivation as a driver of the psychological preparation of the students of the Faculty of Law for their future profession.

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ABSTRACT: The study is due to the changing conditions that influence the living and working environment of modern society, which update the need to reform the higher education system in Russia due to the demands of a high level of professionalism among the future specialists. The role of motivation in the psychological preparation of law students for professional activities is analyzed and the correlation between the level of preparation for the future legal profession and the content of professional training in the university is analyzed. The study is applied within the framework of social, pedagogical, integrative and competence approaches, covering all aspects of the academic activities of law students, including their professional training.

KEY WORDS: education, motivation of students, psychological preparation, professional activity, professional training.

INTRODUCTION.

The problem of training for professional activity and attainment of high level of professionalism has always attracted attention of scientists and educators worldwide. For many years, philosophers, teachers, doctors, psychologists, economists and physiologists have been attempting to resolve this issue. However, in a scientific sense, the problem of professional formation of future specialists, including lawyers, has arisen relatively recently.

The start on research of psychological readiness for professional activities was laid down in the 1960s by the specialists in the field of sports and military psychology [Oster, G.D., 2006; Ardern, C.L.; Österberg, A.; Tagesson, S.; Gauffin, H.; Webster, K.E., & Kvist, J., 2014].

The phenomenon of readiness was initially examined in terms of various activities in complex or extreme conditions and was presented through such concepts as "alertness", "vigilance", "combat readiness", etc.; it was viewed as a short-term state though. Later, it was studied in terms of such individual characteristics as personality orientation, abilities, professionalism, competences, and was correlated with motivation for professional activities [Adler, A.B. & Bartone, P.T., 1999; Ardern, C.L., Österberg, A., Tagesson, S., Gauffin, H., Webster, K.E. & Kvist, J., 2014; Oster, G.D., 2006].

DEVELOPMENT.

Any labor activity requires professional training as part of university studies, which is aimed at acquiring professional competences, knowledge and skills sufficient for professional activities, and stimulating psychological qualities necessary for the successful passage of all stages of professionalization [Sokolkov, E.A., 2009]. In its broad sense, the process of ascent to professionalism is crowned by a long and almost continuous series of steps, known as professionalization [Ivanov, V.G. & Iskakova, I.R., 2010]. In this sense, professionalization lasts from the choice of profession to its termination; it includes the choice of a particular profession based on personal capabilities, professional self-determination, adoption of rules and norms of profession, adaptation to profession, mastering of skills and creativity in profession, disposition to improve certain skills, etc. [Sokolkov, E.A., 2009; Ivanov, V.G. & Iskakova, I.R., 2010].

Professionalization can also be viewed in a narrow sense within each stage of achievement or for differentiation of specialists` groups within a profession. Legal professionals are judges, prosecutors, investigators, lawyers, notaries, legal advisors, etc., [Nelson, R. L., Trubek, D.M. &

Solomon, R.L., 1992; Sokolkov, E.A., 2009; Kiser, R., 2017].

For research purposes, we studied university stage of professionalization, which reflects patterns of development of students' personality during professional training. We analyzed the role of motivation in the structure of students' psychological readiness for their professional activity, and assessed its dependence on the content of training courses at university [Sokolkov, E.A., 2009; Haritidi, D.P., 2011].

Methodological Framework.

The methodological framework of the study rests on the social, pedagogical, psychological, integrative, competence, comparative approaches, covering all aspects of academic activities, including professional training.

The strategy allowed to discover and accumulate best legal training practices [Adler, A.B. & Bartone, P.T., 1999; Ardern, C.L., Österberg, A., Tagesson, S., Gauffin, H., Webster, K.E. & Kvist, J., 2014; Nelson, R. L., Trubek, D.M. & Solomon, R.L., 1992; Oster, G.D., 2006] and assess the problem of motivational readiness for legal profession noteworthy and important.

Due to complexity and ambiguity of some of the basic terms of the research, we tried to concretize the conceptual apparatus. Our study has also been supported by deep analysis and synthesis of scientific literature [11; 1; 14; 10; 12; 19; 17; 15; 16; 7; 6; 2; 4; 20; 9], case studies and personal empirical research conducted from September to December, 2017 at the Kazan Federal University.

The study in a form of individual questionnaires involved about 150 students, aged 19 to 22. The survey does not claim profound scientific analysis; it was rather a method of collecting primary information to confirm our hypotheses. We plan to proceed and conduct a detailed study of educational motivation in the structure of students' psychological readiness for profession based on interdisciplinary cooperation and application of recognized psychological and pedagogical techniques; e.g., the method of examining educational motivation at university level by Tatjana

Ilyina; the 16-factor personal questionnaire by Raymond Bernard Cattell; the technique for diagnosing peculiarities of orientation of personality (orientative questionnaire) by V. Smekal and M. Kucher, etc. [Sokolov, E.A., 2009; Sokolova, E.N., 2008].

Results.

Since psychological readiness is the leading component of general readiness for professional activity, we primarily examined it. Psychological readiness is a complex entity mediated by peculiarities of its structural components [Haritidi, D.P., 2011]. It includes a set of motives, attitudes, values, knowledge, skills, abilities, and personal qualities integrated into students' professional identity.

There is a link between the formation of students' psychological readiness for profession and peculiarities of development of such components as motivation, value orientations, professional competence, professionally significant personal qualities, confidence, etc. [Brafford, A.M., 2014; Davydov, N.A, Aminov, I.I. & Polyakov, S.P., 2015; Sossin, L., 2008; Taylor, M., 2016]. According to O. Rybnikov, students' psychological readiness for profession includes four components: personal, practical, cognitive and motivational [Rybnikov, O.N., 2010]. Personal indicators are based on professionally significant personal qualities [Mukhametzyanova, F., & Tregubova, T. 2017] and personal professional orientation [Rybnikov, O.N., 2010]. It found that the most important personal qualities for lawyers are: stress resistance, responsibility, organization, and communication.

Professional orientation of lawyers is a system of motivations aimed to use all forces, knowledge and abilities to strengthen the rule of law and order in society. It reflects attitudes to law as to the highest social and vital value and personal life calling or destiny that meets personal characteristics and needs [Arendachuk, I.V., 2016; Brafford, A.M., 2014; Davydov, N.A., Aminov, I.I. & Polyakov, S.P., 2015; Haritidi, D.P., 2011; Mukhametzyanova, F., & Tregubova, T., 2017; Oster, G.D., 2006; Petrov, V.E. & Haritidi, D.P., 2013; Ryan, R.M. & Deci, E.L., 2000; Taylor, M., 2016].

Practical component converts motives, interests, value orientations and knowledge into real actions to solve professional problems [Petrov, V.E. & Haritidi, D.P., 2013]. Degree of its development reflects practical readiness to work; it includes projective, predictive, reflexive, analytical and communicative skills [Brafford, A.M., 2014; Haritidi, D.P., 2011; Petrov, V.E. & Haritidi, D.P., 2013]. Cognitive component allows to meet and develop student's needs, professional motives, interests or value orientations. Cognitive component includes a set of knowledge patterns, namely: theoretical and methodological, applied, and methodological knowledge [Arendachuk, I.V., 2016; Haritidi, D.P., 2011; Petrov, V.E. & Haritidi, D.P., 2013; Sokolova, E.N., 2008].

Motivational component reflects positive attitude to profession and includes goals, needs and motives to improve professional knowledge and skills, consciously treat profession and its results, be active at work, etc. Intensity of professional motivation depends on ratio between individual interests and social needs; it reflects what connects people and their profession [Rybnikov, O.N., 2010]. This component is also known as motivational readiness for profession aimed to encourage professional training and ensure success of its assimilation [Rybnikov, O.N., 2010]. Motivation serves for professional maturation and gains value of incentive, leadership and organization [Davydov, N.A, Aminov, I.I. & Polyakov, S.P., 2015; Rybnikov, O.N. 2010; Sokolkov, E.A., 2009].

Motives operate in terms of their functions: real, unconscious motives fulfill incentive function; real, conscious motives perform sense-forming, motivating, explanatory functions; "understandable" motives execute unifying or sense-forming functions, or both of them simultaneously [Davydov, N.A, Aminov, I.I. & Polyakov, S.P., 2015; Rybnikov, O.N., 2010; Sokolkov, E.A., 2009].

Formation of motivational readiness is a dynamic process, impacted both by external and internal factors. Rapid changes in geopolitical, economic, social, cultural spheres can not leave requirements for legal profession unchanged. The structure of major motives for legal profession, its mentality, values, operational or technical parts mediated by ICT is changing in indirect way. Status of lawyers also depends on internal factors; these are ideas about profession, criteria for its assessment and ways of self-realization in it [Davydov, N.A, Aminov, I.I. & Polyakov, S.P., 2015; Rybnikov, O.N., 2010; Sokolov, E.A., 2009]. While mastering profession during training or at work, transformation of motivational structure may also occur [Davydov, N.A, Aminov, I.I. & Polyakov, S.P., 2015; Rybnikov, O.N., 2010; Sokolov, E.A., 2009].

Discussions.

Professionalization of future lawyers goes in two directions: general personal motives are transformed into labor motives, while the rise of professionalism leads to rethinking of professional motives, not always, positive though. If we compare the motives of professional choice of current law faculty applicants with those from the 1970s or 80s, it becomes clear that the romantic aspect, family tradition, substantial interest to serve in a military, police or prosecutor's office are gradually disappearing [Davydov, N.A, Aminov, I.I. & Polyakov, S.P., 2015; Rybnikov, O.N., 2010; Sokolov, E.A., 2009].

Such motives as stable earnings, high social status or prestige of the profession, sense of security, opportunity to benefit, increase one's self-esteem, or change character become more important today. Such changes should prompt university teachers review the training system and motivation development of future lawyers.

Since legal practice can only be conducted by a specially trained personnel, it is clear that university law degree provides multiple opportunities to work as a legal professional. In Russia, the state educational standards in the field of law clearly prescribe how and what students should learn at

university in order to skillfully and professionally perform their duties in future [Sokolova, E.N., 2008].

University stage of professionalization covers professional self-determination and professional training [Sokolova, E.N., 2008]. The study of self-determination reveals closely related but psychologically differing aspects: professional, personal and social. Professional self-determination covers activities of a growing up person which change to become more complex with time.

Self-knowledge and self-evaluation of abilities and value orientations are in the spotlight causing comparison between personal qualities and needs of the chosen profession. Social, economic and cultural realities directly impact young people and their choice of profession. Psychological readiness for such choice is formed in adolescence with a limited life experience, lack of knowledge and skills, gaps in culture, intelligence and ability to build sound relationships. At this age, both personal and professional evaluation of life is formed; it reflects a civic position, ideals, needs, plans, understanding of the meaning of life, etc.

Transition to another stage of professionalization is accompanied by formation and renewal of some mental and psychological processes and personality traits of students. Transition to professional training reveals the level of knowledge and skills sufficient for the chosen profession.

At that time, students have no professional experience and level of their professional development is extremely low. The request for professional training is just natural where leading activities are education and cognition; motivation serves as a driver for successful educational content acquisition [Ryan, R.M. & Deci, E.L., 2000].

Educational motivation encourages students to study and includes inter alia such structural elements as cognitive goals, needs, interests, motivational attitudes and ideals. Motivation to study at law faculty precedes and de facto predetermines motivation for future professional activity [Brafford, A.M., 2014]. Special socio-psychological characteristics of potential students, known as "digital

generation Z" [Taylor, M., 2016], indicate that motivation is the most effective way to improve and optimize their learning.

The motives that stimulate and encourage students to active learning are quite diverse. Also, lability of the structure of motives is important, since students may favor their earlier choice or reject it. They assess profession as future employees, and may change views on some issues that dominate legal profession to form individual sense of responsibility, organization, communication or stress resistance .

With time, students also change attitudes to the need of mastering professional knowledge. Sooner or later, there comes understanding that only well-done work is paid well. Therefore, the need for regular training is seen as contribution to successful career which will also help to fulfill some pragmatic interests in profession.

Modern life puts ever-increasing demands on future specialists. According to the new educational standards in the field of law, the graduate with bachelor's degree in law is expected to solve various difficult tasks and issues [Mukhametzyanova, F., & Tregubova, T., 2017]. Requirements show how much law students should know in order to execute their professional duties. This only proves the importance of motivation as the incentive or regulator [Arendachuk, I.V., 2016; Rybnikov, O.N., 2010; Sokolkov, E.A., 2009; Taylor, M., 2016].

CONCLUSIONS.

The survey conducted at the Kazan University helped to determine the leading training motive of law students. It was found that the status-positional motives (87%) are the leading among the students.

The data received from the respondents (%) is as follows: broad social motives bringing recognition and high social status via education and learning (84%), motives of social or personal prestige of profession (82%), cognitive motives appealing to new knowledge and erudition (76%),

professional-value motives broadening employment opportunities (68%), communicative motives improving human relations, networking and collaboration (66%), aesthetic motivation contributing to pleasure from learning and disclosing hidden abilities or talents (63%), educational motives orienting to new methods of learning, mastering of specific academic subjects (62%), pragmatic motives aiming at decent reward for the work done (61%), traditional historical motives supporting social or family stereotypes that arise and only strengthen over time (57%), utilitarian and practical motives giving rise to self-training (43%), unconscious motives for obtaining legal training against one`s will but under someone`s impact or persuasion (27%), and complete lack of interest in cognition or failure to perceive knowledge (27%).

The results of the survey allowed to come to some conclusions:

First, students of different age groups view differently their development at university. For senior students, desire for autonomy of studies is much higher than for second-year students who demonstrate great dependence on external factors (teachers, classmates, parents) and often take learning as forced behavior. This necessitates course tasks and assignments that might be performed by students in independent mode. Moreover, the tasks shall not be only understandable, but also internally acceptable and valuable for students [Ivanov, V.G. & Iskakova, I.R., 2010].

Second, there is a preponderance of pragmatic motives even at the stage of training in all groups of students, which confirms our opinion that the content of training programs should be supplemented by educative component [Ivanov, V.G. & Iskakova, I.R., 2010]. The negative factors of globalization cause threat of loss of a high patriotic idea, moral culture, loyalty to the homeland, readiness to fulfill civic duty, and the cult of "consumer society". Universities are called upon to provide not only professional, but also educative training of future specialists so as to form a person and citizen who owns political consciousness and culture. The moral-patriotic education of students, in our opinion, should become an integral part of working with the student youth

[Mukhametzyanova, F., & Tregubova, T., 2017].

Third, the obtained data cause us to review the need to form value orientation of future lawyers via experiential learning.

Students need not only to know about the subject but be able to transfer knowledge into practice. Teachers are expected to use active, experiential and projective teaching. Due to emergence of new branches and specializations in the field of law, it is essential to initiate "subjects of choice", elective courses or workshops in perspective fields of legal practice. Legal clinic, forensic expertology and legal psychology prove to be quite popular today.

Paying tribute to conventional legal professions, students now show interest in new fields as well; e.g., portrait and handwriting expertise, linguistic expertise, fingerprinting, etc. [Brafford, A.M., 2014; Kiser, R., 2017; Nef, T.M., 2003]. There is a request for training for a patent attorney (an IP specialist), mediator, anti-collector (a loan attorney), a private detective, etc. Students` interests, needs and desire to learn more must be taken into account when drawing up the curriculum. Respect to students` choice will surely increase their educational motivation, foster and improve their readiness for professional activity in the area of law. Our recommendations might be of interest to university teachers, students and administrators.

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