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## The specific features of the values and meaning domain and motivation of future specialists in the transport industry

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**ABSTRACT** Currently, the problem of training highly skilled, competitive specialists equipped with competencies necessary for their future professional activity is of particular relevance. This is key to building a talent pipeline in the transport industry in general and in the railway sector in particular where the activities of the majority of workers involve providing safety and continuity of operations. One of the topical issues is to study their values and meaning domain and motivational attitudes to their future profession as an opportunity to develop techniques of psychological and pedagogical support aimed at forming stable internal motives and optimizing the professional development of future specialists in the transport industry. The purpose of the study is to explore the specific features of the values and meaning domain and motivation of future specialists in the transport industry. In order to study the purpose-in-life orientations, personality traits and motivation of future specialists in the transport industry, a study was conducted with the participation of 50 people aged 20 to 24 years. The following methods were used: the Purpose-in-Life (PIL) Test by D. Crumbaugh and L. Maholick adapted by D. A. Leontiev; the questionnaire for the assessment of personality traits of a professional (LOP) by I.G. Senin and V.E. Oryol; and the Motivation for Success and Fear of Failure (MUN) method by A. A. Rean. The results for interpretation were obtained by mathematical and statistical data processing using correlation analysis (the Pearson correlation criterion). The sense of purpose in the students is associated with the ability to identify significant conditions for achieving goals and everything that happens to them contributes to their personal growth. The more the students perceive their lives as emotionally intense and interesting, the less they tend to perceive their educational and professional activities as a source of stress. Conclusions: Students with clear goals for the prospects of their future professional self-realisation tend to show internal motives for achieving results to a greater extent. The feeling of meaningfulness and productivity of the students' lives is associated with tension they experience in the learning process, conscious control of their actions and behaviour.

**KEYWORDS:** values and meaning domain; purpose-in-life orientations; personality traits; motivation; specialists of the transport industry

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Научная статья

## Особенности ценностно-смысловой сферы и мотивации будущих специалистов транспортной отрасли

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**АННОТАЦИЯ** В настоящее время особенно актуальна проблема подготовки высококвалифицированных специалистов, конкурентоспособных, обладающих необходимыми компетенциями в рамках будущей профессиональной деятельности. Ключевое значение это имеет для формирования кадрового резерва в транспортной отрасли, в частности на железнодорожном транспорте, где деятельность большинства сотрудников связана с обеспечением безопа-

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ности и непрерывным производственным процессом. Один из важных вопросов – изучение ценностно-смысловой сферы и мотивационного отношения к будущей профессии, как возможность разработки технологий психолого-педагогического сопровождения, направленной на формирование устойчивых внутренних мотивов специалистов транспортной отрасли.

Цель исследования – изучить особенности ценностно-смысловой сферы и мотивации будущих специалистов транспортной отрасли. В исследовании приняли участие 50 юношей в возрасте 20–24 лет, студенты технического и экономического направлений подготовки. Использовались: методика «Смысложизненные ориентации» (СЖО) D. Crumbaugh, L. Maholick в адаптации Д.А. Леонтьева; опросник диагностики личностных особенностей профессионала (ЛОП) И.Г. Сенина, В.Е. Орла; методика «Мотивация успеха и боязнь неудачи» (МУН) А.А. Реана.

Результаты для интерпретации получены с помощью математико-статистической обработки данных с применением корреляционного анализа (критерий корреляции Пирсона).

У студентов целеустремленность связана с умением выделять значимые условия для достижения целей и все происходящее с ними способствует их личностному росту. Чем более эмоционально насыщенной и интересной студенты воспринимают свою жизнь, тем меньше они склонны воспринимать свою учебно-профессиональную деятельность как источник стресса.

Студентам с четкими целями перспектив будущей профессиональной самореализации свойственно в большей степени проявлять внутренние мотивы на достижение результата. Ощущение осмысленности и продуктивности жизни студентов связано с напряжением в процессе обучения, сознательным контролем своих действий и поведения.

**КЛЮЧЕВЫЕ СЛОВА:** личность; ценностно-смысловая сфера; мотивация; мотив; смысловые ориентации

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## INTRODUCTION

In modern realities, it is usual for a person to face increasingly complicated tasks of defending their values and forming a reality of new meanings. This is largely due to the fact that the unstable situation in the world along with changes in socio-economic relations in society dictate new requirements for the quality of training of future professionals. As a branch of social production, transport, with railway transport being one of its most important segments, makes its special demands. The quality of training and subsequent professional self-realisation of prospective specialists in the transport industry depend on a deep and subtle understanding of their aspirations, meanings, and motivation as students. In turn, the levels of discipline, responsibility, and effective performance of employees directly affect the efficiency and safety of the transport process.

Professional activity of transport industry specialists is associated with the impact of many extreme factors. According to Article 14 of the Federal Law No. 426-FZ dated December 28, 2013 “On Special Assessment of Working Conditions”, these factors include high intensity of work due to information load; noise; vibration, etc. All this increases the risk of disruption of adaptive processes in the human body and contributes to the development of various diseases and reduced professional longevity.

In this regard, professional activity in the transport industry places high demands on the psychological

qualities of its specialists. This activity has a special influence on employees, affecting their subjective world, shaping their personality traits, values and meaning domain, motivation, etc.

Based on studying the problem of the values and meaning domain and motivation in scientific research, it can be stated that a degree to which the personality structure of a future transport industry specialist is developed affects their level of self-regulation in extreme situations. The level of self-regulation is largely provided by the adaptation to the conditions of professional activity of railway transport specialists and depends on their value and purpose-in-life orientations and motivation, which is reflected in high-quality performance of their professional tasks.

The relevance of this article is caused by the problem of insufficiently clear idea of the future profession in students at all stages of training in higher education. The knowledge of stable internal motives, values, and personality traits will allow us to identify the main directions of psychological and pedagogical support of students in order to assess the psychological constructs that influence the success of future specialists in the transport industry in mastering the profession [1–3].

The analysis of the empirical study results allowed us to assume that in the student years, an individual's system of life meanings and motivation has a complex structure. Its complexity is determined by the inclusion of various elements of personality: life-meaning attitudes, personal motives, personality traits, values and

others. This age period is characterised by an active search for oneself and one's place in modern society; it is accompanied by certain crisis periods and corresponds to the stage of professional formation of a personality in higher education [4–6]. One of the most important tasks of the higher education system is to train a competitive specialist equipped with high-level professional competences, who is capable of defending their system of values and has stable internal motivations.

Many Russian and foreign psychologists have been engaged in the study of personality's purpose-in-life orientations and motivation, including A. Maslow [7], L.S. Vygotsky [8], A.N. Leontiev [7, 8], A.S.L. Rubinstein [8], V.V. Stolin [8], A.R. Luria [8], D.A. Leontiev [8], and others.

According to A. Maslow, a person's essence moves him or her in the direction of personal growth and self-sufficiency [7]. According to E. Erikson, there are some mandatory, consecutive stages in the development of personality, which everyone should pass in their development [8]. Works by D.A. Leontiev combine personality characteristics and life meanings, indicating that aspects of purpose-in-life orientations are a product of personality [8].

Currently, the study of personality, purpose-in-life orientations and motivation is found in works by G.V. Milovanova [7], S.N. Sorokoumova [8], N.V. Bogdan [9], E.A. Garayeva [10], O.V. Gribkova [11], A.P. Kozhevina [12], O.A. Kozhevnikova [13], E.S. Legostayeva [14], M.G. Nikitskaya [15], V.V. Sharok [16], M.S. Yanitsky [17, 18], G. Droessiger [19], and others.

For example, E.A. Garayeva believes that students' motivation is manifested in the awareness of subjects, current needs for self-development and self-discovery that are satisfied through the fulfilment of learning tasks and encourage them to study academic disciplines and master the skills for their future professional activity [10].

M.S. Yanitsky's research offers the "value types" characterised by the orientation towards value systems that are different in their origin and level of development and are distinguished by significant features in the levels of meaningfulness of life, internality, and self-actualisation [17, 18].

The study of the peculiarities of the values and meaning domain and motivation of future transport industry specialists was of special research interest due to the complexity of this structure and practical significance. The study of these psychological constructs that, according to many authors, have a distinct specificity in terms of time perspective, life strategy of an individual, and the regulation of social behaviour opens up the possibility of predicting social behaviour, developing techniques of psychological and pedagogical support, the formation of a hierarchy of values, internal motives, etc. [17, 18].

The aim of the research is to study the peculiarities of the values and meaning domain and motivation among future specialists in the transport industry. The target of the study was students in different training areas.

The hypothesis of the study is that there are differences in the structure of connections between the purpose-in-life orientation scales, personality traits and motivation in students in technical and economic areas of training.

The study involved 50 participants, including 25 students in technical areas and 25 students in economic areas of training (hereinafter referred to as the "students"); these were young men aged from 20 to 24 years old. The study was conducted at the facilities of the Emperor Alexander I St. Petersburg State Transport University (PGUPS).

Empirical data was collected using a set of psychological testing techniques, including the Purpose-in-Life (PIL) Test by D. Crumbaugh and L. Maholick adapted by D.A. Leontiev; the questionnaire for the assessment of personality traits of a professional by I.G. Senin and V.E. Oryol; and the Motivation for Success and Fear of Failure method by A.A. Rean.

## MATERIALS AND METHODS

The results for interpretation were obtained by mathematical and statistical processing of data using correlation analysis (the Pearson correlation criterion).

The practical significance of the results of the study lies in the fact that a comprehensive analysis of the values and meaning domain and personality traits in students will allow for determining the mechanisms of maintaining motivation in future specialists of the transport industry. The results of this work can also be useful in planning and managing the educational process, namely for gaining a deeper and clearer understanding of purpose-in-life orientations and motivation of students in order to improve the effectiveness of education and the quality of training of specialists in the transport industry.

## RESEARCH RESULTS

The analysis of correlation dependencies in the studied sample has shown that students in technical and economic areas of training have a greater number of correlations in all of the methods. Only significant differences were considered in the study. The analysis of the methods applied has revealed a positive relationship between the indicators of the Goals in Life, Life Process and Motivation for Success scales ( $r = 0.45$ ;

$p \leq 0.05$ ) among students of technical areas of training. It can be assumed that the more explicit the goals a student sets for himself or herself are and the more he or she is satisfied with the quality of their life, the more he or she is motivated to achieve constructive, positive results ( $r = 0.45$ ;  $p \leq 0.05$ ).

In this group of respondents, the established negative relationship between the indicators of the Life Process and Neuroticism (N) scales may indicate that the more the students perceive their lives as emotionally rich and interesting, the less they tend to perceive their educational and professional activities as a source of stress ( $r = -0.43$ ;  $p \leq 0.05$ ). The presence of a positive relationship between the indicators of the Life Process and Extraversion (E) scales in the questionnaire on personality traits of a professional ( $r = 0.46$ ;  $p \leq 0.05$ ) can be interpreted as follows: the more the students perceive their lives as emotionally rich and interesting, the more sociable, assertive, active and optimistic they are. A positive relationship between the indicators of the Life Process and Conscientiousness (C) scales ( $r = 0.53$ ;  $p \leq 0.01$ ) shows that the perception of life by the students as emotionally rich and interesting correlates with their conscientiousness, discipline, and control of their own actions.

The correlation analysis in the group of students in economic areas of training established a negative relationship between the indicators of the Life Performance or Satisfaction with Self-actualisation and Neuroticism (N) scales ( $r = -0.59$ ;  $p \leq 0.01$ ), and the Conscientiousness (C) scale ( $r = 0.49$ ;  $p \leq 0.05$ ). The results of the study can be interpreted as follows: the higher the students' sense of meaningfulness and productivity of a passed segment of life, the less they tend to perceive their educational and professional activity as a source of tension and stress. These students tend to consciously regulate their behaviour and be disciplined persons.

In this group of subjects, the correlation analysis revealed a positive relationship between the indicators of the Life Performance and Motivation for Success scales ( $r = 0.42$ ;  $p \leq 0.05$ ). The higher the students' sense of meaningfulness and productivity of a passed segment of life, the more their actions are aimed at achieving constructive, positive results.

According to the results of the revealed positive relationships between the indicators of the "Locus of control — Self (I am the master of my life)" scale in the Purpose-in-Life Test and the Extraversion (E) scale in the questionnaire on personality traits of a professional ( $r = 0.43$ ;  $p \leq 0.05$ ), and the Motivation for Success scale in the Motivation for Success and Fear of Failure method ( $r = 0.41$ ;  $p \leq 0.05$ ) in the students in economic areas of training, it can be assumed that the higher the students' sense of controllability of their lives, the

more sociable, active, and optimistic they are, and the more their internal motives are aimed at achieving constructive, positive results.

A positive relationship between the indicators of the "Locus of control — Life or Controllability of life" and Conscientiousness (C) scales ( $r = 0.44$ ;  $p \leq 0.05$ ) suggests that the more the students are convinced that their life is controllable and they are free in making decisions, the more disciplined they are and the better they exercise control over their own actions.

## CONCLUSION AND DISCUSSION

The analysis of literary sources on the problem of studying the specific features of the values and meaning domain and motivation has shown the complexity of this structure due to the inclusion of various elements of personality, such as life-meaning attitudes, personal motives, personality traits, values, etc. These psychological constructs determine the life strategy of an individual and provide a forecast of his or her social behaviour, which is consistent with the scientific works by M.S. Yanitsky, M.G. Nikitskaya, and S.N. Sorokoumova.

According to the results of the study, the following conclusions can be drawn:

The students in technical areas of training who have clear goals for their future prospects more often show internal motives for achieving constructive, positive results.

Those students who perceive their life as emotionally rich and interesting tend to feel tension in training to a lesser extent; they are more sociable, active and optimistic.

The higher the students' sense of meaningfulness and productivity of a passed segment of life, the less they tend to perceive their educational and professional activity as a source of tension and stress, the more they show discipline and control over their own actions, and the more their actions are aimed at achieving results that are based on their desires.

One of the promising directions for future research will be to analyse and compare the psychological constructs studied in this paper among novice and experienced specialists of the transport industry.

The practical significance of the study lies in the fact that the comprehensive analysis of the values and meaning domain as a multidimensional construct, taking into account its various components, will help to determine the level and mechanisms of maintaining sustainable internal motives for success in mastering profession, will determine the meaningfulness of professional self-determination, and will ensure the improvement of the quality of training of future specialists of the transport industry.



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