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**THE FORMATION OF THE MOTIVATION OF FUTURE
SPECIALISTS IN SOCIO-HUMANITARIAN FIELD TOWARDS
FULFILING THEIR PROFESSIONAL ACTIVITY BY MEANS
OF VOLUNTEERING**

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ABSTRACT: *The article explains the meaning of the volunteering for the professional development of future specialists in socio-humanitarian field. The author draws readers' attention to the formation of students' professional orientation as a dominant component of students' professional development. The article also presents the main characteristics of the motivational sphere of future specialists in socio-humanitarian field, and reveals their essence and significance for students' professional development. The author indicates that the formation of the motivational sphere of students of socio-humanitarian field, as well as their interest in the specialty they are training, and in conscious and effective participation in their future professional activity becomes possible due to their direct participation in volunteer activities.*

KEY WORDS: *students' professional development, the formation of the professional orientation of future specialists in socio-humanitarian field, motivational sphere, volunteering*

During social and economic transformations, uprising and escalation of a number of social problems, based on the abovementioned transformations, particular importance is given to the training of a new generation of professionals – of future specialists in socio-humanitarian field, who have fundamental and applied knowledge, certain professionally significant and personal traits, and special professional skills, who are able to sort out a variety of non-standard situations.

Thus, the formation of the professional orientation of future specialists in socio-humanitarian field, which means conscious and emotionally expressed individual orientation in the sphere of one's professional activity, and is viewed by a number of academics (Y.A. Poleshuk, A.P. Seiteshev) as a system of prevailing motives of professional activity, dominant needs and values, which are exteriorized in one's life goals, interests, aptitudes, attitudes, relationships, and in students' activity in the sphere of achieving and getting involved in the process of personal and professional self-development, is particularly relevant, as professionalization of training contents and technologies helps to develop motivation to this kind of activity, intentions to realize themselves in the profession, and a system

of theoretical knowledge and practical skills¹. A.N. Sender views professional pedagogical orientation as integration of one's intentions to become a teacher (a life goal), interests and aptitudes to educational activities (a basic component), as well as motivation to select and get a profession (which justifies professional self-determination)².

Taking into account the conclusions of the abovementioned academics, we understand the formation of the readiness of future specialists in socio-humanitarian field for their professional activities not only as the promotion of students' needs in self-knowledge, professional self-determination, self-actualization and self-improvement, but also as the development of their motivation, interest and positive attitude to their future professional activities.

The involvement of students of socio-humanitarian field in volunteer activities gives the opportunity to develop their motivational sphere, interest in the specialty they train, encourages their conscious and effective participation in their future professional activities. According to the Universal Declaration of Volunteers, adopted by the Congress of the International Association of Volunteers on September 14, 1990 in Paris, volunteering is seen as a tool for social, cultural, economic and environmental development.

Volunteerism, the main objective of which is to promote the ideas of volunteer labor, to involve people in volunteer activities for the benefit of society, and to encourage students to solve social problems, helps to extend the borders of professional skills application of specialists in socio-humanitarian field through the implementation of activities, which are directly related to their future profession: giving socio-pedagogical, psychological and legal support to people who are in difficult life situations; creating projects and organizing activities, which aim to prevent youth's bad habits and crimes; mastering the techniques of psychological and legal counseling. Performing these kinds of activities creates the situation of emotional satisfaction, gained from being successful in performing their tasks, understanding of the importance and necessity of their activities not only for themselves but for other people too. It provokes a genuine interest and positive attitude towards volunteering and, consequently, to the future profession.

According to the basic ideas of A.N. Leontiev's theory of activity, in the course of any activity, new motives and needs are formed, among which motives and goals, called internal prerequisites for the implementation of activities, occupy the leading position. The state of internal prerequisites (the presence of the leading motive, motives-incentives, perceived motives – motives-goals and unperceived – emotions, personal meanings) defines the process of activity, its results³. Consequently, the level of motivational sphere development determines the efficiency of the formation of professional orientation of future specialists in socio-humanitarian field in the process of volunteering.

Based on the fact that internal activities, as well as external ones, according to A.N. Leontiev, are provoked by motives, are accompanied by emotions, consist of a sequence of actions and operations, internal actions prepare external actions, determine the motives for the implementation of activities as well as emotional attitude to a subject, object or situation⁴. Thus, when future specialists in socio-humanitarian field participate in volunteer activities, its contents internalizes in students' personal sphere, becomes a bright event in their life, acquires personal significance and creates a bias of human consciousness.

¹ Cf. U. A. Poleshuk, *Professionalnaya napravlennost lichnosti: teoriya i praktika: posobie*, Minsk 2006.

² Cf. A. N. Sender, *Nauchno-pedagogicheskie osnovy formirovaniya professionalnoj napravlennosti studentov pedvuza (monografiya)*, Minsk 1998.

³ Cf. A. N. Leontiev, *Deyatelnost. Soznanie. Lichnost. Politizdat*, Moscow 1975.

⁴ Cf. *ibidem*.

Regular participation of future specialists in socio-humanitarian field in volunteer activities, in our opinion, may affect students' inner emotions, attitudes and interests, forcing them to look into their life values in order to analyze their attitude towards the chosen profession, social problems and to correct their behavior in different situations.

In addition, volunteering, which is aimed at solving socio-cultural, economic and environmental problems in the community, which is non-profit, and defined by personal motivation, has several advantages over the standard organization of the educational process: it could be used as a method of forming empathic outlook, which is characteristic of specialties of socio-humanitarian field; as a link between the theoretical and practical training of future specialists in socio-humanitarian field; as an opportunity to acquire the skills of real interaction with various target groups and social institutions; as a means of forming professionally significant traits of future specialists in socio-humanitarian field, their interest and positive attitude towards the acquired profession; as a value-normative model of behavior, which defines students' motives and actions.

Having examined several scholars' (N.M. Borytko, I.A. Kolesnikova, L.M. Luzin) opinions about value-sense equality of people in education, which is understood in the context of everyone's opportunity and right to comprehend the world and to become educated regardless of age and initial level, we share scientists' opinion that an educational process requires students' active and interested participation, and supposes that an education activity is defined as cooperation, joint overcoming of the difficulties connected with personal and subjective development; as a bright and memorable event in students' and teachers' lives, the results of which are used not only to find gaps or shortcomings in students' development, but also to detect their human strengths and prospects of their development⁵.

Thus, practicing joint volunteering, which aims to help people, to create projects of socio-humanitarian nature, to raise people's awareness about the importance of preventive measures in solving socio-cultural problems, students- volunteers experience positive or negative emotions, and are influenced by "emotional infection" (the process of transmission of emotional state from one individual to another at the level of mental contact). The infection happens via the transmission of mental mood, which has a great emotional charge. The researchers (B. Porshnev, B. Pragin) claim that emotional infection is both a product of influence of a large energy mental state of an individual or a group on other people, and a person's ability to perceive it, empathize with that state, feel complicity. The effectiveness of the mental infection force depends directly on the depth and brightness of emotions, coming from the communicator.

Thereby, constantly getting a deep emotional charge from ongoing volunteer activities (social, psychological and legal assistance to orphans, people with disabilities, single elderly people, adolescents with deviant behavior, etc.), from informal communication between students, teachers, target groups and social institutions, which aims to solve common challenges, plan and design further interaction, future specialists in socio-humanitarian field shape their life goals, interests, motives, attitudes, and values, connected with their future careers.

⁵ Cf. N. M. Borytko, *Metodologiya i metody psichologo-pedagogicheskix issledovanij: uchebnoe posobie dlya studentov vyshyx uchebnyx zavedenij*, Moscow 2008.

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