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## ANALYZING THE PERSONAL PSYCHOLOGICAL DEVELOPMENT OF ADULT STUDENTS AND THEIR MOTIVATION FOR STUDYING

**Abstract:** This paper analyses different points of the psychological development of adult students and their motivation on education. On this level, research has pinpointed on both theoretical and practical knowledge of the psychological development. Therefore, research has been observed needs of students from educational points and their personal features in different levels.

**Key words:** Personal psychological development, adults, students, motivation, studying.

**Language:** English

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### Introduction

The personal growth of students is currently of great importance to modern society as a means of ensuring their readiness for professional engagement, as well as their success in it.

The arrangement of vocational education presents educational activity as a significant testing ground for acquiring information and skills as well as for the formation of personal structures. However, even during this time, there is still much that can be done to grow and improve the personality. Of course, the basis and foundation of the personality are laid long before the beginning of mastering the profession inside of a professional institution. The personal growth of students pursuing a career in the educational setting of colleges and technical institutions is of particular importance to this subject.

Social, cultural, educational, socioeconomic, environmental, and family settings are distinguished within the context of science and common knowledge. Our study is particularly interested in the learning environment of vocational technical institutions.

### Literature review

When discussing the environment in its broadest sense, V.A. Yasvin defines it as the surroundings that a person senses, to which he or she responds, and with whom the person comes into contact. The author L. I.

Novikova defines the environment as "a set of situations that affect the development and creation of abilities, needs, interests, and consciousness of the individual," which adds to our understanding. The fact of interaction is the primary criterion for picking the environment: the environment is the area of the world with which the subject interacts. This truth enables us to view a person as both an environment's representative and a carrier of that environment. The environment simultaneously fulfills two roles: first, it serves as a source of knowledge that enables one to anticipate the potential outcomes of various course of action; second, it serves as the setting in which human activity takes place. In addition to goals, the limitations imposed by the environment's nature also have a significant role in the outcomes of these activities.

I.A. Baeva, when discussing the particulars of the environment of educational organizations, views the educational environment as a collection of social, cultural, psychological, and educational conditions specially organized in an educational institution, as a result of which the development of the individual's personality and worldview occurs. The writings of T.N. Gushchina, who sees the educational environment as a system of pedagogical and psychological conditions that provide an opportunity for the disclosure of a person's already formed abilities

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and individual characteristics, as well as interests and abilities that have not yet manifested, reflect a similar understanding of the educational environment.

In addition, the educational environment of V.A. Yasvin comprehends the system of influences, conditions, and possibilities for the development of a personality in accordance with a specified pattern that are present in the social and spatial-objective environment.

### Main part

We can infer from these scholars' positions that the environment is the setting in which an individual directly interacts. By taking into account the educational setting, we may comprehend the system of social, educational, and psychological circumstances that interact to shape and mold a person's character.

We conducted a research of the personality traits of students at a professional technical school, focusing

on this comprehension of the educational environment.

Our study included 44 Belgorod College of Industry and Services students. The pupils being researched are 19 years old on average. The self-attitude test questionnaire (V.V. Stolin and S.R. Panteleev); the F. Zimbardo Time Perspective Questionnaire (ZTPI); and the methodology "Educational environment" (V. A. Yasvin) were used in the diagnostic process.

It was discovered that students have a high opinion of themselves and have a healthy sense of self-worth. They also demonstrate a sufficient degree of self-awareness, particularly an interest in their own thoughts and feelings and a willingness to communicate with themselves "on an equal footing," as well as a belief that they completely control their lives and understand themselves.

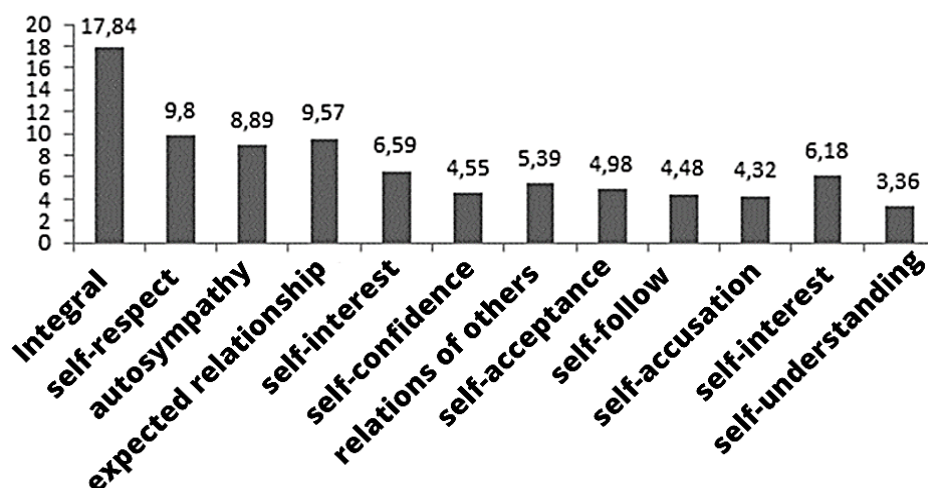


Figure 1. The severity of indicators of self-attitude of vocational students

Using F. Zimbardo's time perspective questionnaire, which allows for the diagnosis of the system of relations to the time continuum, we also analyzed the time perspective of students at a

professional technical school. The findings from the data collected for the research of students' time perspectives are shown in general in Figure 2.

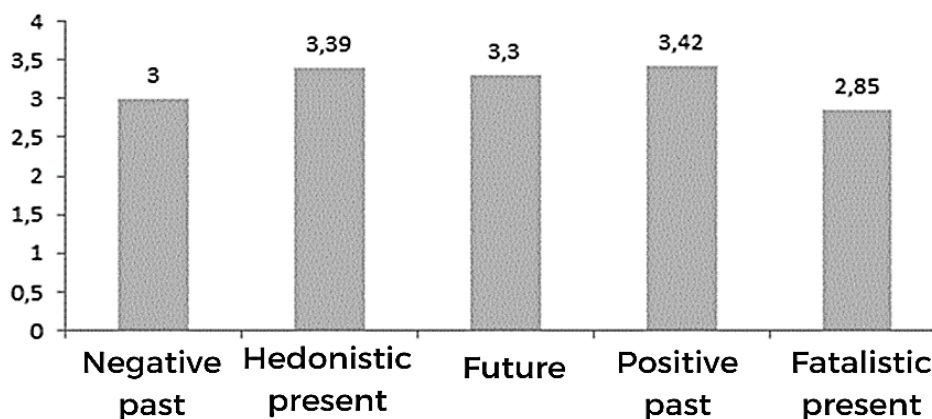


Figure 2. The severity of indicators of the time perspective of students

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Examining the data shown in the figure reveals that students tend to place a lot of emphasis on the good old days. This indicates that recollections of the past, particularly those from their school years, and how enjoyable and carefree life was there, are quite important to pupils.

Given that senior students participated in the study, it can be assumed that these findings are the result of their impending transition into adulthood and the end of their childhood, which in turn causes anxiety before entering a new stage of life and arouses nostalgia for their own past, about the years they spent inside the boundaries of the educational institution, about the people with whom they were, and how much time has passed. The emphasis on the hedonistic now comes in second. This indicates that they, perhaps with regret, remember what life was like when they were younger at the start of college, but they also value the present-day pleasures that make them happy without second-guessing the long-term effects of their actions. After all, students may already be employed in their field after graduating from a technical school, but the vast majority of students still choose to continue their education at a university, delaying the start of their adult and independent lives by several years. As a result, they are unable to look forward to this time with anticipation and fear.

M. V. Korzhukova discovered that college students exhibit both positive and negative views about the past when researching the temporal perspective of students. College students nowadays are more hedonistic in their outlook than they were in the past. The findings of our investigation are partially supported by this research.

### Discussions

The technical school students for the future came in third, which is understandable given that they will soon be entering the workforce.

Therefore, college and university students tend to place a lot of emphasis on a successful past. College

students, to a lesser extent, are likewise nostalgic about the past, but they also value the joy of living in the now and enjoying life right now, occasionally pondering what lies ahead of them in the future.

We conducted a study of the technical school's learning environment, to sum up. It has been proven that the career and ideological contexts are practically equally severe at technical schools. Dogmatic education environment: 38.6%, career education environment: 40.9%. This implies that the combination of these surroundings unmistakably causes dependence, but that there is no clear differentiation between activity and passivity; rather, with such a mixture, a person can become both active and passive with a similar chance. The technical school has an equally strong creative and tranquil learning environment. Dogmatic environment: 11.3%; creative environment: 9.1%. A calm setting encourages unrestricted development, but it also fosters passivity, quiet, and serenity, along with friendship and generosity.

### Findings

The findings of our study enable us to draw the conclusion that the technical school's environment and instruction are more traditional, marked by respect to traditions and strong discipline, which is directly indicative of a dogmatic educational environment. Technical school students' personal growth is characterized by a positive view of themselves and their strengths. Students combine an orientation toward the future with a concentration on their past at the same time.

### Conclusion

A comparative analysis of the traits of the personal development of students enrolled in various courses at professional technical schools is anticipated as part of our future research.

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