

THE ROLE OF ACHIEVEMENT SUCCESS MOTIVATION IN THE PROCESS OF PROFESSIONAL FORMATION OF POTENTIAL MANAGER-LEADERS

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Professional activity is an important component of personality development and determines psychological state, physical health, well-being and life satisfaction. The process of assimilation and implementation of professional activity is a holistic process of becoming a specialist, including internal and external means. Internal means include knowledge, skills, motivation, character, and other aspects, while external means include social regulators, materials, and informational means.

Professional development leads to the achievement of professional maturity and level of professionalism. The development of professional motivation in university education plays an important role in the formation of future managers as professionals. In the article, the authors provide a systematization of the components of the motivation system at various stages of opting and professional training.

A detailed study of the motives of educational and professional activity indicates common and different aspects for both stages. Learning motives include cognitive need, motivation to achieve success, interest in the process and results of learning. Motives for professional activity include prestige, material means, recognition, development, and self-realization.

In particular, the motivation to achieve success is defined as a key motive for the professional development of future managers, organizing their behavior, influencing the goals and the choice of ways of achievement, promoting satisfaction with the choice of profession and self-realization. To determine the level of achievement motivation among students majoring in «Management» at Alfred Nobel University, an experimental study was conducted using the Mehrabian Achieving Tendency Scale (MATS). At the same time, it is evaluated which of these two motives dominates. 71 applicants - future managers - participated in the empirical study.

To determine the main professional motives, the test «Motives for choosing a profession» was used. Based on the results of the analysis, the predominant motives for the applicants who obtain professional training in the specialty «Management» were determined. According to the respondents, the most important motivations for the profession were that the profession of a manager allows you to realize your abilities for managerial work; makes it possible to develop professional skills; makes it possible to benefit people; corresponds to the respondent's abilities and is highly paid.

As a result of the experiment, it was determined that applicants who choose to study in the «Management» specialty and have a dominant desire for success make a more conscious choice of a profession that matches their abilities.

The conclusions can be used, firstly, to improve educational programs for training future managers in institutions of higher education in the context of filling them with educational

components that will correspond to the motives for choosing a profession and develop the motivation to achieve in the acquirers – future managers of leaders.

Secondly, the research findings will be useful in management and business, namely, in the personnel management system of organizations. The use of achievement motivation tests and «Profession Choice Motives» are proposed to evaluate candidates who have a diploma in the specialty «Management» or are still taking senior courses, as a tool to focus on more promising and motivated candidates.

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