

The Peculiarity of Psychological Counseling and Motivation for Studying Music at the University

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Abstract. The article considers the motivation in which the system of internal and external motives that make a person act in a certain way, the levels of motivation for the musical activity of university students and their change in the process of musical education. The meaning of everyone's life is to live it according to their own scenario in order to realize their own goals and purpose. Unformed motivation is common, and it will definitely have to be worked on so that a person is able to overcome obstacles, including in the form of laziness, and realizes that he is successful. But it is worth listening to motives, desires, interests in order to learn and develop oneself.

Key words: motivation / feeling of motivation / desire / regulation of behavior / System of motives / unique set of values.

Motivation is a psychological concept, a feeling of motivation to act;

psychophysiological process that controls human behavior, setting its direction, organization, activity and stability;

a person's ability to actively satisfy his needs.

Motivation is a system of internal and external motives that make a person act in a certain way.

At first glance, this is something abstract and distant, but without this, neither desires nor the joy of their fulfillment are possible. Indeed, even travel will not bring happiness to those who do not want to go there.

Motivation is related to our interests and needs. That is why it is individual. It also determines the aspirations of the individual and at the same time is due to its psychophysiological properties.

The key concept of motivation is motive. This is an ideal (not necessarily existing in the material world) object, the achievement of which is directed by the activity of the individual.

Motive is distinct from need and purpose. It can also be seen as the perceived cause of human actions. It is aimed at satisfying a need that may not be realized by the individual.

For example, the desire to attract attention with extravagant clothing is designed to cover the urgent need for love and belonging, which is typical for people who are insecure.

The motive differs from the goal in that the goal is the result of activity, and the motive is its cause.

The need is cognitive.

Motive - interest in reading (most often on a specific topic).

Activity is reading.

The phenomenon of motivation can be described through the following characteristics:

Directional vector.

Organization, sequence of actions.

The sustainability of the chosen goals.

Assertiveness, activity.

According to these parameters, the motivation of each individual is studied, which is important, for example, at school. These characteristics are of great importance when choosing a profession. A sales manager, for example, must be persistently focused on high income and proactive in achieving the goal.

Motivation exists as a process and includes several stages:

First comes the need.

The person decides how it can be satisfied (or not satisfied).

Next, you need to determine the goal and how to achieve it.

After that, the action takes place.

At the end of the action, the person receives or does not receive a reward. Reward refers to any success. The effectiveness of the action affects further motivation.

The need for action disappears if the need is completely closed. Or remains, while the nature of the actions may change.

Like any complex phenomenon, motivation differs for various reasons:

Extraordinary (external) - a group of motives based on external incentives, circumstances, conditions (work to get paid).

Intrinsic (internal) - a group of motives emanating from internal needs, human interests (work because you like work). Everything internal is perceived by a person as a “rush of the soul”, because it comes from his personal characteristics: character traits, inclinations, etc.

As a result of actions.

Positive - the desire of a person to do something in the hope of positive reinforcement (overwork in order to get time off).

Negative - setting to perform an action in order to avoid negative consequences (come to work on time so as not to pay a fine).

Steady - acts for a long time, does not need additional reinforcement (an avid hiker conquers the trails again and again without fear of difficulties).

Unstable - needs additional reinforcement (the desire to learn can be strong and conscious in one person, weak and vacillating in another).

In team management, personal and group motivation are distinguished.

The concept of motivation is used both in everyday life - to regulate the behavior of the individual and his family members, and from a scientific point of view - in psychology, economics, management, etc.

The system of motives is an integral feature of the personality. This is one of the factors that form the uniqueness. Motivation is related to our mental characteristics (for example, choleric people need to move a lot, get as many different impressions as possible) and physical condition (when we are sick, we almost don't want anything). It is not by chance that this is laid down by nature.

The meaning of everyone's life is to live it according to their own scenario in order to realize their own goals and purpose. That is why each person strives for a unique set of values, actions and experiences. This does not mean that everything we want is certainly good, and that what we do not want is destructive and bad.

Unformed motivation is common, and it will definitely have to be worked on so that a person is able to overcome obstacles, including in the form of laziness, and realizes that he is successful. But it is worth listening to motives, desires, interests in order to learn and develop oneself.

No wonder people who really want something achieve greater results than the rest, other things being equal.

You can and should control your desires. If development stands still, you can increase your motivation and thereby achieve impressive results.

Successful education of students in a creative university largely depends on the goals they set for themselves and on the prospects, they see for further creative and social advancement.

Motivation is a set of motivating factors that cause the activity of the individual and determine the direction of her activity. As you know, any activity is poly-motivated, that is, it is motivated not by one motive, but by several, sometimes even many motives. Attracting as many needs as possible (updating a larger number of motivating factors) increases the overall level of activity motivation and ensures the success of the individual in this activity.

Musical activity is considered in the motivational aspect, that musical activity is an activity of artistic communication, characterized by a personal-semantic, cognitive, value, creative attitude of the subject towards it. A number of motives of musical activity are functional, since they are aimed at the process of activity itself (as well as a game).

On the basis of statistical analysis, it is possible to give qualitative characteristics of students of creative specialties with different levels of motivation for musical activity. A high level of musical activity motivation includes students who have: cognitive activity is clearly manifested - the ability to use their abilities and improve them, work creatively, selectively,

with fiction; there is a professional self-awareness, the student confidently connects his future with the chosen specialty. The student is easily involved in creative search activities, striving for creative freedom in his cognitive activity. This student is characterized by recognition of the importance of concert and performance activities, active participation in competitions, concerts, creative evenings, festivals, etc. He is fascinated by the very process of performing a work or writing a scientific work. His performance interpretation and course projects are distinguished by their brightness and originality. Such students deeply study the subject, engage in self-education, work a lot on their own, take initiative in their work, feel the need to further develop their aesthetic worldview and artistic improvement.

A student who clearly distinguishes the subjects that seem to him the most important and interesting has an average level of motivation in musical activity. In the classes of interest to him, he is active, with the help of a teacher, he can set goals for the upcoming educational activity, consciously strives to master knowledge and skills. The very process of educational and professional activity gives him pleasure. However, a student of this level of motivation still needs guidance.

He does not always strive for creative freedom in his cognitive activity, guided mainly by the recommendations of the teacher. His participation in creative evenings is mainly initiated by the teacher, and not by his own desire. His scientific research, performing interpretations are rather imitative, he is not proactive and does not show his strong-willed qualities. A student of this level needs to develop a cognitive interest, to form an interest in creative activity, in independent work on oneself.

A student should be attributed to the category with a low level of motivation, if solving problems, performing activities, independent work, writing essays do not fascinate him, he seeks to avoid such work. He is attracted by formal, simple material, simple tasks with which you can get a credit or even pass an exam, achieve conditional success without much intellectual effort and stress. Personal professionally significant qualities of a student are not always manifested, it is difficult to identify them, often the motive of learning is characterized only through the awareness of “necessary”. It is, as a rule, associated with the formal side of the learning process, focused on formal success, achieving an "evaluative" result. A characteristic feature of this level of motivation is that vocational training is a means for the student to achieve personal well-being. At the same time, he is not able to control his impulses, to engage in self-education, to overcome his shortcomings, which are largely related to the formal foundations of the value orientations he received.

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