



The direction of the academic orientations of students in the process of implementation of the Education course as a value

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ABSTRACT

The current economic change positive trait is fact that the Latvian education and management practices, increasingly more important concepts: interest, attitude .The article analyzes the university pedagogical students' attitude towards study as academic orientation.

Discussion: Why pedagogy students formed strong field of interest, presenting certain academic progress?

Conclusions: Student's interests- Future teachers work nowadays due to the student's interests in promoting the value of awareness and attitude towards studies.

Keywords: Academic Orientation, Students' Attitude Ac Expectancy-Value, Professional Identity Formation

1. INTRODUCTION

The study aims to find out the students' academic progress as an attitude and an interest in studying the expectant modern educator.

The research method: the methodological basis of the development of sources is Latvian and Western scientific theoretical knowledge, pedagogy, psychology, defended dissertations and research practice. As previously described the Survey of Academic Orientations is a 36-item, Likert-type scale (5 = strongly agree to 1 = strongly disagree). College students were asked to rate the extent to which each statement described their attitudes, perceptions, and/or behaviors. Academic Self-Efficacy is a six-item scale measuring the confidence in one's academic ability to become proficient in academic tasks and assignments and achieve one's scholastic goals [3]. The 6-item subscale is designed to evaluate an individual student's accomplishment orientations.

Methodology include certain academic orientation, which can serve as a future teacher professional progress. They represent a set of factors to treatment studies: Reading for Pleasure: Academic Apathy, Academic Self-Efficacy: Mistrust of Instructors; Creative Expression: Structure Dependence: Adaptiveness Index.

Modern specialists as students have to acquire not only basic knowledge and skills, various forms of relations within the profession, but also to develop their own skills of

self-development. Management of training and self-development of the student has a new meaning in the modern pedagogical process in higher educational institutions. Careless attitude of student toward the formation of self and lack of interest in self-improvement in the learning process lead to his/her inability to solve many professional problems

The importance of the development of professional identity was emphasized by the British philosopher John Stewart Mills: "Individuality is equivalent to the development and only establishment of the individuality creates or may create fully developed human beings. So, as a person develops his personality, he gets more value for himself and consequently he is able to be valuable for the other [6]. So, he advises as means of self-development to study in such a way to be able to understand the positive results of human experience and get their benefits for self-development and self-education.

In the long-term development strategy of Latvia until 2030 the following definition of creativity was used: "Creativity is the generation of new ideas, new views on existing problems, selection of new opportunities and ways to address these issues with the use of new technology. The concept of creativity is undeniably linked with the orientations and innovations." (Long-term development strategy of Latvia up to 2030, 2010).

Thus, creativity is associated with orientation and innovations. In most cases innovations are the result of purposeful search, which is impossible without a focus on creative research. The main resource of this search is the human creativity, with creative potential, as one of its essential components: orientations, values, opportunities for self-realization, the uniqueness, the resilience [6]. Thus, the orientation is an important component of people's creative potential, and its development is an important task of the pedagogical process at all stages of training a specialist, from school and college to university

The scientific literature also proposes a model "of expectancies" or expectations (expectancy-value model) [1]. J.S. Eccles believes that the perceived values are associated with the achievements and they contribute to the choice of the achievements and performance of tasks [4]. Expectancy

values for success are understood as the belief of the individual in that his/her activities will be successful while carrying out the expected tasks. Theoretical and operational differences in the conceptual designs are important in the mechanism. These structures include the following concepts: self-efficacy, achievement, confidence in the success and accomplishments, ideas of competence, representation of the values, that form the belief in one's own abilities and the development of one's own system of values (see Figure. 1).

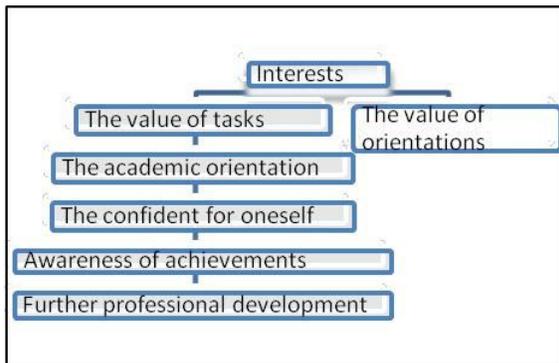


Figure 1: The focus of the academic orientation in the value realization model

Studies have shown that the development of orientations helps academic performance and self-confidence. The author of [5] created a *model of development of orientations*, arguing that the development of orientation are positively effected by experience which reinforces the knowledge in a particular area, as well as awareness of the value of the work done. They theorized that the orientation develops in four steps - from the short-term interest, then the orientation in a particular situation, an emergency situation, and, finally, the orientation in the normal course of activity, where the orientation deepens and strengthens the interest in self-development over time [5].

More recently, attention has been drawn to the psychological reasons of the fact that some students are able to integrate into the academic environment, while others are not. Three psychological components of the process of successful academic integration were identified: self-efficacy, methods to achieve efficiency and assignments performed by the students for their own development. The process of academic integration of students is successful, if they believe that they are able to cope with the problems appearing, and not shy away from and not run away from them, and if they see in themselves (no external power) the reasons for their success or failure [2].

2. ACADEMIC ORIENTATION

The aim of our study was to investigate the orientation of students on the six psychological variables that reflect the subjective opinion of students on the three most important factors of the academic environment: (a) self-efficacy, (b) cooperation with the teachers (degree of confidence) and (c) academic tasks, motivating to perform academic work [3]. Three of them are considered positive - creative efforts, reading for pleasure and academic self-efficacy, and three are meant negative (rule and structure dependence, academic apathy, mistrust of instructors). The close relationship of positive academic orientations is a successful general academic adaptiveness and integration into the academic environment, which contributes to the manifestation of a sustained process of development of professional identity.

Research by JP Beck and VB Davidson was designed to recognize individual differences in the orientation of students. They were looking for a way to predict achievement, stress, development of commitment and persistence of students. In their study, they noted that academic efficacy and academic apathy in students' orientation for successful studies could significantly predict achievement of freshmen.

Further the relationship of academic values with the stress and students' strategies to overcome it was manifested [3].

In our study, the method of academic orientation of students graduate from Latvia (Riga) has been adapted (n = 204). "Questionnaire for academic orientation of students» (Survey of Academic Orientations) (Davidson, Beck, & Silver, 2007) has been adapted and used for our research.

3. RESULTS OF THE STUDY

The methodology applied consists of six academic orientations, includes 36 questions and can help to choose academic professional identity of future specialists. It allows to obtain data on factors of students' attitudes to learning: Reading for pleasure, academic apathy, academic self-efficacy, mistrust of instructors, the desire for creative expression, structure and rule dependence (see Table 1).

The composition of the sample - 71% women and 29% men; 73% students aged 22 to 26 years old.

Table 1: ACADEMIC ORIENTATIONS OF STUDENTS IN LATVIA, THEIR RELATIONSHIP

Factors							
Relations	Reading for pleasure	Academic apathy	Academic self-efficacy	Mistrust of instructors	The desire for creative expression	Structure and rule dependence	The overall index of adaptiveness
Reading for pleasure	1.0	0.08	-0.00	-0.19	0.37	0.04	0.43
Academic apathy	0.08	1.00	0.27	0.26	0.20	0.23	0.25
Academic self-Efficacy	-0.00	0.27	1.00	0.30	-0.00	0.21	-0.11
Mistrust of instru.	-0.19	0.26	0.30	1.00	-0.06	0.15	-0.10
The desire for Creative expres sion	0.37	0.20	-0.00	-0.06	1.00	0.02	0.53
Structur e and rule depend ence	0.04	0.23	0.21	0.15	0.02	1.00	0.02
The overall index of adaptiv eness	0.43	.25	-0.11	-0.10	0.53	0.02	1.00

As can be seen from the analysis of correlations, reading for pleasure is positively correlated with the desire for creative expression, which significantly increases the overall index of adaptation. Also, reading for pleasure is negatively correlated with mistrust of instructors. This reflects the importance of the role of the teachers in guiding their students for in-depth information acquisition from books,

and not just fragments from the Internet. Academic apathy is closely linked to self-efficacy, mistrust of instructors, structure dependence.

4. CONCLUSION

The aim of this study was to determine the orientations of students on the six components of the academic orientations. Two of them had statistically significant correlations with indices of general adaptiveness. Students who show low academic efficacy and high academic apathy are leaving the universities more often than their peers. These statements were confirmed by previous studies [3]. Academic orientation is an important means of diagnostics and an important source of professional identity. Therefore, in future research it is important to pay attention to the scale of negative academic orientations, to determine the correlation of indicators of intrinsic motivation and self-efficacy of students with the direction of academic values. Academic orientation is an important means for the diagnosis and the formation of professional identity of future specialists.

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