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THE AXIO-MOTIVATIONAL STRUCTURE OF PROFESSIONAL SELF-DEVELOPMENT OF FUTURE FOREIGN LANGUAGE SPECIALISTS

Abstract. The article provides a comprehensive conceptual justification of the interaction between psychological, pedagogical, and value-based components in the process of professional self-development, which constitutes a key foundation for the effective training of highly qualified teachers. In the context of contemporary education, future teachers are expected to be capable of independent decision-making, creativity, responsibility, and continuous self-improvement. Therefore, the integration of motivational, axiological, and psychological aspects into teacher education becomes an essential condition for developing both professional competence and personal maturity.

Special attention is devoted to the problem of forming motivational and value-based self-awareness among future teachers as one of the central factors influencing their professional growth and readiness for pedagogical activity. The article analyzes the interrelation between internal motives (personal needs, interests, aspirations) and external stimuli (social recognition, institutional requirements, professional demands) in shaping students' professional motivation. This dynamic interaction is considered as a determinant of their professional orientation, self-concept, and system of value priorities. It is emphasized that sustainable professional development requires a balance between intrinsic drives and extrinsic incentives, ensuring the formation of stable professional identity and long-term commitment to the teaching profession.

The axio-motivational approach to teacher education is examined as a theoretical and methodological basis for integrating personal values with the values of professional activity. This approach promotes the cultivation of moral responsibility, self-regulation, and the pursuit of self-improvement, which are especially important for future foreign language teachers who operate within intercultural and communicative contexts. The article also highlights the significance of pedagogical practice, professional communication, and collaborative activity in fostering professional self-awareness and the ability to apply theoretical knowledge in real educational settings.

Furthermore, the paper synthesizes the results of previous studies regarding the classification of professional motives, the structural organization of axio-

motivational orientation, and the pedagogical conditions that facilitate students' professional self-development. It argues that the formation of axio-motivationalbased self-awareness should be regarded not only as a psychological process but also as an educational strategy aimed at enhancing the quality of teacher preparation. In this way, the integration of axio-motivational components contributes to building a new type of teacher – a professional who is not only academically competent but also value-oriented, ethically responsible, and motivated for lifelong learning.

Keywords: axio-motivation, axio-motivational components, professional motivation, self-concept, professional values, axiological approach, self-development, teacher education.

Problem setting. The formation of axio-motivational self-awareness among future teachers is one of the key issues of modern teacher education. Despite numerous studies on professional motivation and value orientations, the mechanisms of interaction between internal and external motives, as well as psychological and pedagogical factors that ensure the development of a positive self-concept and professional self-awareness, remain insufficiently revealed. Particularly relevant is the integration of the axiological approach into teacher training, which makes it possible to develop value orientations, responsibility, professional competence, and the ability for self-regulation. The absence of a systemic approach to the development of axio-motivational based self-awareness complicates the effective professional formation of teachers and may negatively affect both their readiness for professional activity and their personal development.

Purpose of the article. The aim of the article is to analyze the formation of axio-motivational self-awareness of future teachers and to identify the main factors influencing the development of their professional motivation, self-concept, and value orientations.

Objectives of the article. The objectives include studying theoretical approaches to the formation of axio-motivational self-awareness of future teachers, identifying the factors that influence students' professional motivation and self-concept, as well as developing a model of professional self-development of teachers that takes into account motivational and organizational aspects.

Analysis of basic research and publications. The formation of axio-motivational self-awareness of future teachers is a key factor in their professional development. Researchers emphasize that intrinsic motivation, based on personal needs and satisfaction derived from both the process and the outcome of activity, is the most effective for the development of professional competencies (Dombrovskis et al., 2011; Маслова та Кононюк, 2018). Extrinsic motivation, while it can stimulate activity, is less sustainable and may limit professional growth (Тюркіна, 2021).

Professional motives have a multilevel structure – ranging from interest in the content of activity and self-development to aspirations connected with the external attributes of the profession (Житник, 2004; Дрозденко та Плюта, 2016). Of

particular importance are motives directly related to the content of work, since they provide engagement and self-discovery (Гандабура, 2009).

The axiological approach in teacher training integrates personal, professional, and student values, contributing to the development of a positive self-concept (Фрицюк, 2025; Мукач, Чубінська та Наконечна, 2023) and to the strengthening of value orientation through practical activity and reflection. Axio-motivational self-awareness is thus formed as a result of the interaction of psychological, pedagogical, and value components (Shamsutdynova, 2024).

Presentation of the basic research material. Before considering the issue of motivation formation for professional activity, it is important to clearly define the essence of the concept of «motivation». It is well known that when performing any activity, a person must feel a sense of interest, for without intrinsic interest any work turns into a routine and becomes less productive.

However, interest alone is not sufficient to achieve the intended outcome –there must also be the presence of desire. It is desire that drives the individual toward active action, regular task completion, the gradual acquisition of new knowledge and skills, and the development of professional competencies, thereby creating a solid basis for further learning and self-improvement (Shamsutdynova, 2024).

As sources in methodology and psychology suggest, students' desire is a decisive factor in the educational process. It influences the level of their activity, persistence, and ability to overcome the inevitable difficulties that arise in learning. Therefore, the teacher's primary task lies in cultivating students' motivation to master a particular topic or lexical material, since without genuine interest even the most well-designed educational programs will not produce the expected outcome. Professional motivation (Кудлай, 2021) is considered one of the most powerful psychological factors, capable of becoming a source of inner energy, inspiring students to study a foreign language, promoting deeper mastery of material, and facilitating its practical application. Therefore, the teacher's primary task lies in cultivating students' motivation to master a particular topic or lexical material, since without genuine interest even the most well-designed educational programs will not produce the expected outcome.

Vocabulary serves as the formative basis of language and is a key element in the development of all types of speech activity – both receptive and productive (Семенчук, 2007). It enables students not only to understand a foreign language but also to use it actively in communication, writing, and creative tasks.

A modern teacher must skillfully apply various factors to sustain long-term motivation: taking into account students' individual characteristics, employing interactive methods, providing diverse forms of feedback, and organizing opportunities for the practical application of learning material. Without these elements, even existing motivation may quickly fade, rendering the educational process superficial and ineffective (Shamsutdynova, 2024).

It is important to emphasize that motivation is dynamic in nature and constantly interacts with the learning environment, students' personal interests, and their broader life orientations. The combination of interest, intrinsic aspiration, and external pedagogical support creates a solid foundation for professional

development, fosters a responsible attitude toward learning outcomes, and cultivates independence and a drive for self-improvement – qualities that are essential for the formation of a highly qualified specialist.

The motivational and professional-value components of an individual's axio-motivational orientation require closer examination. Professional motivation is understood as an internal driving force behind personal development and the acquisition of professional competence. Professional motivation should be viewed not only as immediate professional motives but also as a broader interest in the chosen field, coupled with the awareness of relevant personal needs (such as obtaining higher education, self-development, self-discovery, professional growth, or improving social status) that encourage a person to master their future profession.

Drawing on studies that provide a classification of professional motivation according to the origin of motives, the following groups can be identified:

- motives reflecting the need for activity that constitutes the core content of the profession;

- motives related to the perception of the social significance and prestige of the profession;

- motives based on previously formed personal needs, which are activated in the course of engagement with professional activity (e.g., self-development, self-assertion, material needs, character traits, habits, etc.);

- motives expressing an individual's attitude toward themselves in the context of the profession (e.g., awareness of professional aptitude, belief in one's creative or intellectual potential, perception of the profession as a vocation);

- motives associated with interest in external, formal, or secondary attributes of the profession (Дрозденко та Плюта, 2016; Shamsutdynova, 2024).

It is worth emphasizing that these groups of motives differ in their significance for personal development within the context of professional activity. Their fundamental distinction lies in the varying degree of alignment with the objective content of the profession. A motive that is closely connected with the content or process of activity ensures sustained interest and engagement, ultimately facilitating the development of relevant abilities (Гандабура, 2009). Such a motive encourages individuals to evaluate their knowledge, skills, and moral qualities in accordance with the requirements of professional activity. Therefore, it may be regarded as the primary psychological prerequisite for the process of self-education.

Other groups of motives are not so directly related to the content of professional activity. They are oriented more toward external conditions than toward the work itself. Their significance within the structure of axio-motivational orientation is determined by whether they reinforce the core motive associated with the essence of the profession or compete with it, displacing its influence. When motives from the second to the fifth groups predominate, professional orientation may weaken due to the loss of interest in the content of work itself. Therefore, in career choice, it is essential that the foundation rests upon motivational factors of labor activity that encompass all aspects of human life and determine professional orientation, including both general and specific goals of particular types of work (Шовчко, 2014).

Additionally, professional motives may be characterized by several further dimensions:

- motives of professional awareness, involving recognition of the purpose and mission of the profession and acceptance of professional values (Okhrimenko, 2022);

- motives of professional activity, which include: *processual motives*, reflecting interest in the activity itself, its content, the chosen field of knowledge, educational processes, communication with colleagues, etc. These motives manifest in a positive attitude toward work and a desire to acquire professional knowledge and skills;

- result-oriented motives*, which emphasize interest in the final outcomes of professional activity (Завалевська, О., Веретенникова, В. та Радіус, 2022).

Professional interests represent a special type of motive that, first, determines an individual's selective orientation toward studying specific phenomena and objects, and predisposes them to certain types of activity (Бенг, 2021). Second, they activate cognitive processes, stimulate creative potential, promote the expansion and deepening of knowledge, and contribute to professional growth and personal development. Third, they provide emotional satisfaction, which motivates individuals to continue engaging in meaningful activities.

Zhytnyk (2004) proposes a tripartite classification of labor-related motives: motives of professional activity itself, motives of career choice, and motives for selecting a specific workplace. All three are interconnected: motives of work form the foundation for professional choice, which in turn influences the decision to pursue employment in a specific organization. Zhytnyk identifies the following driving forces behind labor motivation:

- social impulses (awareness of the need to benefit society, the desire to help others, the conviction of the necessity of work, and the rejection of passivity);

- the aspiration to provide material and spiritual well-being for oneself and one's family;

- the need for self-expression, self-realization, and self-actualization (Житник, 2004).

Human beings are not passive by nature; they are not only consumers but also creators. Creative activity provides satisfaction and gives meaning to existence. Closely related to this is the motive for social recognition and respect from others (Слабко, 2013).

Building on the framework of Romanian sociologist C. Zamfir (1980), Dombrovskis proposes an alternative approach to analyzing the structure of labor motivation, distinguishing three components: intrinsic motivation, extrinsic positive motivation, and extrinsic negative motivation (Dombrovskis et al., 2011). Intrinsic motives are defined as those that emerge directly from the labor process itself – awareness of its social significance, satisfaction with the process and results of work. They stem from internal personal needs, which explains why tasks are performed willingly and without external coercion (Dombrovskis et al., 2011).

By contrast, extrinsic motivation relates to factors external to the activity and its content, such as material rewards, fear of criticism, or the pursuit of prestige. Extrinsic positive motivation encompasses financial incentives, career advancement

prospects, group approval, and improved social standing, while extrinsic negative motivation includes punishment, criticism, disapproval, or penalties.

In analyzing extrinsic motivation, it is useful to consider J. Atkinson's model, which reflects the balance between striving for success and avoiding failure (Закалик & Легендзевич, 2020). Compared to intrinsic factors, both positive and negative forms of extrinsic motivation are less stable, as their influence diminishes quickly over time. Moreover, frequent reliance on negative stimuli almost entirely eliminates their motivating force.

Thus, high levels of professional satisfaction are ensured primarily by the predominance of intrinsic motivation. When external factors dominate, work is perceived merely as a means to achieve unrelated benefits rather than as a value in itself. In such cases, it becomes a duty performed under external pressure. Intrinsic motivation, however, functions as a source of personal growth and professional development, while extrinsic motivation narrows collective aspirations and may contribute to alienation from the professional community. Particularly dangerous is negative motivation, as it generates passivity, conformity, lack of initiative, and irresponsibility.

Scholars argue that the development of professional and value-based self-awareness in future teachers largely depends on the formation of their value orientations (Фрицюк, 2025). From the standpoint of the axiological approach, education fulfills a number of cultural and humanistic functions:

- development of internal strengths, abilities, and skills that help individuals overcome difficulties (Баб'яр, 2024);

- formation of moral responsibility and character during adaptation to social and natural environments;

- creation of conditions for personal and professional growth and self-realization;

- provision of means to achieve intellectual and moral freedom, autonomy, and happiness (Овчарук та ін., 2024);

- promotion of creative individuality and the realization of a person's spiritual potential (Ель Гуссаб та ін., 2024).

A positive orientation toward the teaching profession encompasses three interrelated aspects: attitudes toward the work itself, toward children, and toward oneself as a teacher. Professional self-awareness includes the development of self-consciousness, the formation of a system of values, the construction of one's professional future, and the creation of an ideal image of a teacher (Фрицюк, 2025).

The psychological mechanism of professional development can be explained through the discrepancy between the «real self» and the «ideal self». In the teaching domain, this difference manifests in the gap between one's perception of the profession and one's actual level of professional competence (Муқан, Чубінська & Наконечна, 2023).

A crucial component is the development of a positive self-concept in future teachers: belief in their own abilities, aspiration to realize themselves professionally, and the desire to be significant for their students. This ensures resilience in situations of external evaluation, such as professional certification or competitive selection. Research indicates that initial professional self-perception forms during the first

years of professional engagement and is subsequently refined or even reassessed (Фрицюк, 2025).

Studies by Mukan, Chubinska and Nakonechna (2023) confirm that interaction and collaborative activity are key factors in developing professional self-awareness. It functions as an internal mechanism that facilitates active mastery of significant areas of professional activity and forms the basis for self-regulation and self-management. The authors also identify a direct relationship between the development of educational and professional self-awareness and the effectiveness of teaching activities.

Frytsiuk (2025) proposes an axiological model of professional self-development, in which the acquisition of a system of values is central. This system encompasses the value of the teacher as an individual, the value of subject-specific activity, and the value of the student as a person. The model consists of three structural components:

normative-activity component – based on values that guide pedagogical activity;

personal component – encompassing the teacher's emotional sphere and readiness to manage their own emotional state;

organizational component – related to the psychological and pedagogical conditions that create opportunities for effective internalization of values (Фрицюк, 2025; Овчарук та ін., 2024).

Conclusion and research perspectives. The analysis of scholarly sources and theoretical principles demonstrates that the formation of axio-motivational self-awareness is a key factor in the professional development of future teachers. Professional self-awareness functions as a complex of psychological, motivational, and value-based components that ensure stable professional orientation, the development of responsibility, self-regulation, and the drive for self-improvement.

Intrinsic motivation, grounded in satisfaction derived from the process and outcomes of professional activity, is the most stable and effective driver of professional competence. In contrast, extrinsic motivation – such as material incentives or social approval—while promoting activity, is less enduring and may limit internal engagement.

The axio-motivational approach occupies a special place in the formation of professional self-awareness. It integrates motivational factors with a system of personal, professional, and student-related values, allowing the internal drive for self-development to be combined with an understanding of the social and professional significance of work.

This approach ensures that students not only acquire professional knowledge and practical skills effectively but also develop a responsible attitude toward their professional identity, emotional stability, self-respect, moral and professional responsibility. Additionally, it stimulates systematic teaching practice, reflective activity, and the capacity for self-regulation.

In the process of professional training, the axio-motivational self-awareness of future teachers is formed as a result of the interaction of internal and external motives, pedagogical and psychological conditions, practical activities, and value orientations, thereby creating an integrated system that ensures a high level of

professional competence, readiness for independent decision-making in the educational process, and active self-improvement. Consequently, teacher preparation based on the axio-motivational approach fosters the development of highly qualified, responsible, and creative professionals capable of effective, goal-oriented, and socially significant pedagogical activity.

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МОТИВАЦІЙНО-ЦІННІСНА СТРУКТУРА ПРОФЕСІЙНОГО САМОРОЗВИТКУ МАЙБУТНІХ ФАХІВЦІВ ІНОЗЕМНОЇ МОВИ

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Анотація. У статті наведено комплексне концептуальне обґрунтування взаємодії психологічного, педагогічного та ціннісного компонентів у процесі професійного саморозвитку, що є ключовою основою для ефективної підготовки висококваліфікованих учителів. У контексті сучасної освіти від майбутніх учителів очікується здатність до самостійного прийняття рішень, креативності, відповідальності та постійного самовдосконалення. Тому інтеграція мотиваційних, аксіологічних та психологічних аспектів у педагогічну освіту стає важливою умовою розвитку як професійної компетентності, так і особистісної зрілості. Особлива увага приділяється проблемі формування мотиваційної та ціннісної самосвідомості у майбутніх учителів як одному з центральних факторів, що впливають на їхнє професійне зростання та готовність до педагогічної діяльності. У статті аналізується взаємозв'язок між внутрішніми мотивами (особистими потребами, інтересами, прагненнями) та зовнішніми стимулами (соціальним визнанням, інституційними вимогами, професійними запитамі) у формуванні професійної мотивації студентів. Ця динамічна взаємодія розглядається як детермінант їхньої професійної орієнтації, самоконцепції та системи ціннісних пріоритетів. Підкреслюється, що сталий професійний розвиток вимагає балансу між внутрішніми мотивами та зовнішніми стимулами, що забезпечує формування стабільної професійної ідентичності та довгострокової відданості педагогічній професії.

Аксіо-мотиваційний підхід до педагогічної освіти розглядається як теоретична та методологічна основа інтеграції особистісних цінностей з цінностями професійної діяльності. Цей підхід сприяє розвитку моральної відповідальності, саморегуляції та прагнення до самовдосконалення, що особливо важливо для майбутніх вчителів іноземних мов, які працюють у міжкультурному та комунікативному контекстах. У статті також підкреслюється значення педагогічної практики, професійної комунікації та спільної діяльності у розвитку професійної самосвідомості та здатності застосовувати теоретичні знання в реальних освітніх умовах.

Крім того, у статті синтезовано результати попередніх досліджень щодо класифікації професійних мотивів, структурної організації аксіом-

мотиваційної орієнтації та педагогічних умов, що сприяють професійному саморозвитку студентів. Стверджується, що формування аксіом-мотиваційної самосвідомості слід розглядати не лише як психологічний процес, а й як освітню стратегію, спрямовану на підвищення якості підготовки вчителів. Таким чином, інтеграція аксіом-мотиваційних компонентів сприяє формуванню нового типу вчителя – професіонала, який є не лише академічно компетентним, але й ціннісно орієнтованим, етично відповідальним та мотивованим до навчання протягом усього життя.

Ключові слова: аксіоматація, аксіомотиваційні компоненти, професійна мотивація, самоконцепція, професійні цінності, аксіологічний підхід, саморозвиток, педагогічна освіта.

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