

**“Motivation on success” as index of intellectual mobility of future aviation specialists**

*This article is devoted to the problem of performing of theoretical knowledge of future aviation specialists with the real situation on practice. The author explores the role of motivation approach in intellectual activity as a management tool and the connection of these indicators with student's creativity. The theory of need achievement is taken into account and its influence on professional training.*

Ukraine has a status of the state, its scientific, technical and enlisted potential makes it possible to create and to exploit competitive aviation production and to be among those a few countries of the world, which are capable of ensuring the progress. Aviation is a cyclical industry and growth has traditionally been closely related to global economic conditions. For years surpluses and shortages of qualified personnel have been a characteristic of the industry as passenger demand has fluctuated in a cyclical pattern, reflecting developments in the world economy. In modern conditions, the competitiveness of the aviation industry specialist in the labor market depends on his ability to use new technologies, to adapt easily to changing working conditions, to professional orientation in information branches and to use a foreign language in professional communication. There is an urgent need for new personnel who can competently, responsibly and qualitatively fulfill their functional responsibilities. The problem remains to find the best ways to improve the professionalism of specialists in the aviation industry to a level that would meet the high requirements of the present.

The professional activity of aviation is extremely important and responsible, since its ability to maintain airworthiness, flight safety and regularity depends on its responsible attitude to its responsibilities. One of the main areas of professional activity of future aviation specialists are intellectual training, which is regarded as part of their professional reliability. Requirements for the training of aviation specialists were discussed in the works of V. Kolosov, A. Pchelinov and others. Linguistic peculiarities of aviation discourse were studied by O. Akimov, D. Broadbent, J. Cartis, and others. The psychological special features of the professional- motivational activity of aviation specialists were the object of attention of N. Zavalova, R. Makarov, V. Yagupov and others [1].

The study of factors, conditions, means, methods, ways, technological aspects of personality formation in accordance with the requirements of professional sphere becomes the object of the attention of many sciences. Thus, at the beginning of the XXI century, the concept of "intellectual mobility" appeared in pedagogical theory, a concept that denotes one of the most important qualities of a specialist at the present stage of society's development. The concept of "intellectual mobility" includes two main components: the leading one – "mobility" and the notion that characterizes its sign - is "intellectual". Many scientists are appealing to the issue of mobility: N. Kovalisko, A. Kuzminsky, A. Makarenya, R. Prima, and others,

associating it with the ideas of European integration, humanization of the educational process. The intensification of the research of this problem is explained by the real growth of the processes of mobility and the increase of their significance in the context of the development of society. The phenomenon of “mobility” is a multi-level phenomenon, which requires an integrated, multidisciplinary study, and does not have a generally accepted definition today.

The problem of mobility in the professional training of future aviators, in particular, is related to the consideration of motivation as an element of professional success. The research scientist T. Kotmakova substantiates the importance of positive motivation as one of the main professional characteristics of a specialist. According to her definition, personal motivation is the integrative quality of the future specialist, which manifests itself in the current need for learning, the ability to creative activity, in effective communication and allows the individual to be in the process of active creative self-development [2].

It is known that intelligence and personality are interdependent. From the level of personality claims, its settings, needs, interests that affect the motivation of mental activity, the activity of the intelligence depends. Thus, the properties of the person, the structure of its motives are determined by the degree of objectivity of its relation to reality, the experience of knowing this reality and the common development of intelligence.

We consider that motivation is goal orientated; sometimes “towards” the specific object of our goal, and sometimes, less specifically, just generally “away” from our current situation. Within the aviation environment, motivation can be considered as an on-going process that includes: initiating, or activating, motivation – how we get started (often achieved by imagining a successful end result); guiding motivation – how we use feedback to measure our progress and ensure we are travelling in the right direction; persisting motivation – how we overcome obstacles and cope with setbacks (re-setting the end goals if necessary). Each of these motivation processes can be modulated by “intensity”. Intensity determines how much energy and urgency we put into achieving our goal, and how many obstacles we are prepared to overcome. Intensity is governed by our evaluation of importance – how important do we consider the task to be. It is this last point that organizations and managers (motivators) need to consider when motivating a workforce – persuading employees of the importance of a goal. In determining the importance of motivation in aviation we need to ask the questions: what goals are we trying to achieve, and how do we want employees to achieve these goals – i.e. in what manner.

In accepting with the statements, along with personal mobility, we place a motivational focus on professional mobility, which, on the one hand, is the basis of personal mobility, and on the other hand, it is conditioned by it. At the same time, it should be noted that the concept of “professional mobility” has acquired a new meaning - understanding as a personality quality, and not movement, but like shift in emphasis on the essence of “intellectual mobility”: from the understanding of the latter as intellectual migration and the exchange of ideas, ideas to understand it as a personal characteristic, quality, high level of formation which becomes the basis of personality mobility and can manifest itself in different spheres of life.

For example, it is a very important study “Need achievement theory” The aim of need achievement theory is to explain why certain individuals are more motivated to achieve than others. It is based on two psychological principles: the motive of an individual to achieve success and the motive of an individual to avoid failure. This theory is described as an approach-avoidance model because an individual will be motivated either (a) to take part in (approach) or (b) to withdraw from (avoid) a situation, based on the strength of the two forces in relation to each other. If an individual’s intrinsic motivation to take part is stronger than their fear of failure, they will engage in a task. However, if their fear of failure is stronger than their intrinsic motivation to take part, they will either avoid or withdraw from the task. This theory can be said to be a trait-centred approach because achievement motivation is a personality trait (a relatively consistent way of behaving). However, this personality trait may not be the only factor affecting motivation. Another important factor is the role the situation plays in terms of the ‘probability of success’ and the ‘incentive for success’. An individual who has low intrinsic motivation may become motivated to be successful if the probability of success is high and the reward on offer for success is great [6]. This theory is able to explain why individuals who are ‘high achievers’ choose difficult or challenging tasks (they will see value in their success in difficult challenges). It also explains that a ‘low achiever’ will choose easier tasks because they are less likely to fail and are therefore usually guaranteed success.

### **Conclusion**

Motivation on success in the professional sphere appears as a result of the experience of man, based on the formation of positive relation to the intellectual activity, the realization of motives and needs for it, the objectification of its object and methods of interaction with it. From that, this relation will be positive or negative, short-term, random or stable, in many respects depend the effectiveness of activity, the degree of the activity of personality, with which it will attempt to obtain positive results in its work. Realizing the significance of its own intellectual development, the formation of intellectual mobility, motivation to the intellectual activity, student produces the specific model of future actions. Thus, motivation is the important component of the intellectual mobility of specialist, since influences the creation of the necessary relations, experience of personality, professionally significant qualities, the craftsmanship, which ensure to individual the conscious realization of activity and the success in the career increase.

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