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Professional motivation of future agrobiologists as a pedagogical issue

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Abstract. The study substantiated the relevance of researching the professional motivation of future agrobiologists in the context of contemporary environmental, economic, and social challenges, which significantly influence the quality of specialist training in the agricultural sector. This article aimed to examine the pedagogical factors affecting the development of professional motivation among agrobiology students to enhance their professional training. To achieve this aim, causal analysis and surveys were employed, ensuring a comprehensive approach to studying the issue. The findings indicated that professional motivation is a complex socio-psychological construct that determines the quality of professional development among future specialists. Key factors influencing students' motivational sphere were identified, including an awareness of the significance of their chosen profession, the organisation of educational and cognitive activities, engagement in practical work, the creation of a positive learning environment, and lecturer support. The study established that both internal and external factors significantly influence the formation of motivation. Internal factors include students' awareness of the significance of their chosen profession, interest in the field of study, and aspiration for professional development. External factors encompass the organisation of the educational process, the creation of a positive learning environment within the institution, engagement in practical activities, and lecturer support. The study analysed the characteristics of fostering sustained motivation for professional training, which facilitates the development of students' personal potential and enhances independence, creativity, and self-improvement skills. Such motivation increases their readiness to tackle complex professional challenges, improves the efficiency of the educational process, and contributes to the advancement of agricultural education as a whole. The practical significance of the study's findings lies in their potential application within the educational programmes of higher agricultural institutions and their use in developing pedagogical models aimed at fostering motivation for professional activity

Keywords: socio-psychological process; professional training; specialist preparation; education

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Introduction

At the current stage of Ukraine's agricultural sector's economic development, and amidst the challenges posed by war, there's a significantly increased demand for professionals who possess a new approach to their work. These professionals need a higher level of professional knowledge and skills, along with the ability to solve complex problems in the most efficient ways. Added to these difficulties is the necessity to address food-related issues in a context where a portion of agricultural land cannot be utilised due to war-related damage (mined territories, areas under shelling, and occupied regions). Furthermore, the global economic crisis and worldwide environmental problems must also be considered. The key figure capable of contributing to the resolution of these outlined problems is the modern agricultural sector specialist, whose professional training requires substantial changes in the approaches to preparing such professionals.

The study of what drives human behaviour has a long history, with early researchers on this topic including prominent ancient thinkers such as Aristotle, Heraclitus, Democritus, Lucretius, Plato, Socrates, and others. For a considerable period, philosophers, educators, and scholars from various fields of knowledge sought to answer the question of what constitutes the motivational source of human behaviour. They offered different answers at different times, attributing the source of motivation to factors such as reason, consciousness, or human will. For a long time, reason and will were considered the primary determinants of motivation, while other factors were dismissed as incapable of influencing it. The impact of both the external environment and the human body's condition was denied, although researchers sometimes had to make compromises, acknowledging that, in rare cases, emotions and passions could hinder a person's rational actions.

As the worldview and dominant scientific paradigm evolved, so too did perspectives on the nature of motivation. Eventually, both academics and practitioners agreed that motivation is a crucial factor in any goal-oriented action. Due to this surge of interest, motivation has remained a top topic in various areas of public life for several decades. Pedagogy is no exception (Stryzhak & Grynova, 2022). Analysis of the literature indicates an increased focus on motivation in learning over the past 20-30 years. For instance, N. Carroll *et al.* (2011) conducted a comprehensive analysis of the main motivational factors that influence students in agricultural specialisations. This study is based on empirical data collected from agricultural faculty students and includes both quantitative and qualitative analysis methods. The authors emphasise that key determinants of motivation include the ability to apply acquired knowledge practically, interactive teaching methods, and the connection between the educational process and future professional activities. Additionally, the study highlights the role of mentorship and collaboration with agricultural business representatives in shaping students' professional motivation.

In their study, J. Parrella *et al.* (2023) examine the impact of the educational environment on the motivational aspects of student learning. The authors emphasise that in the current stage of agricultural sector development, the development of so-called "soft skills" plays a significant role in shaping competitive professionals. These skills include communication abilities, leadership qualities, teamwork skills, and strategic decision-making. The study highlights the necessity of implementing an interdisciplinary approach to educational programmes, which would foster students' deep understanding of the interrelationship between economic, social, and technological aspects of agricultural activity. Authors J. Siebert *et al.* (2006) analyse the correlation between academic achievement, socialisation processes, and student motivation levels. According to their findings, students who actively participate in educational and professionally oriented activities (internships, practical placements, conferences) demonstrate higher levels of academic motivation and achieve better learning outcomes.

The authors particularly stress the importance of involving students in practical activities during their studies, which not only improves their material comprehension but also shapes the professional identity of young specialists.

Analysis of scholarly sources indicates that student academic motivation is the result of a complex interplay of factors. Among these, the practical application of knowledge, active learning methods, the development of professional competencies, and socialisation play crucial roles (Tiwen, 2023). Optimising educational programmes through the integration of interactive methods, expanding opportunities for professional practice, and fostering collaboration with industry professionals will contribute to enhancing students' academic motivation. The implementation of an interdisciplinary approach and the expansion of practical learning opportunities will enable the development of highly qualified specialists capable of effectively adapting to the demands of the modern job market (Kupchak & Samilo, 2020; Onipko & Yaprynets, 2024). These studies underscore the importance of a comprehensive approach to fostering the professional motivation of future agrobiologists. The educational environment, the integration of modern technologies, practical experience, emotional support from lecturers, and cultural aspects are key elements that determine the effectiveness of student motivation for learning and subsequent professional activity. Considering these factors in the educational process promotes the development of highly motivated and professionally oriented specialists, which is vital for the modern agricultural sector. This study aimed to analyse the problem of forming the professional motivation of agrobiology students in the face of contemporary challenges and to identify ways to improve the effectiveness of their professional training.

Materials and Methods

To achieve the stated aim, a range of scientific methods were employed in the research, enabling the acquisition of well-founded results and ensuring their reliability. The method of scientific source analysis was used to investigate the theoretical foundations and empirical aspects of professional motivation among students in agrobiology specialisations. A detailed analysis of 25 scholarly sources was conducted, including monographs, articles in peer-reviewed scientific journals, legislative acts, and findings from international studies. Particular attention was paid to studies that highlight the correlation between the level of educational motivation and the effectiveness of students' professional training. The analysis of literary sources allowed for the identification of the main theoretical approaches to the problem of professional motivation, the determination of its key factors, and the identification of existing issues in this field.

Methods of citation and bibliographic analysis were used to systematise the obtained data, provide their scientific interpretation, and build a bibliographic database for the research. Structured documentation of information was carried out, which made it possible to confirm the relevance of the chosen topic and ensure the reliability of the scientific conclusions. The use of citations and references allowed for the representation of existing approaches to the problem of professional motivation in global and domestic scholarly thought, facilitating the development of well-reasoned recommendations. Causal analysis was aimed at identifying cause-and-effect relationships between the level of students' professional motivation and the quality of their educational training.

The primary empirical research method employed was a survey of first-year students in the Agronomy specialisation at the National University of Life and Environmental Sciences of Ukraine. The study was conducted from 15 September 2023 to 15 September 2024. A total of 100 students participated, answering 20 questions related to their choice of specialisation, the definition of educational goals, motives for enrolling in the university, and the influence of external (family, environment) and internal (personal interests,

career aspirations) factors on their professional choice. The survey was conducted following the Ethical Code of the Scientist of Ukraine (Institute of Educational Analytics, 2023): respondents provided informed consent to participate, and the data obtained was anonymised to ensure confidentiality. In addition to closed questions, the questionnaire included open-ended questions, allowing for the collection of qualitative data on students' individual motivational factors.

The survey (Table 1) covered the following aspects: the respondent's place of residence before enrolment; the main reasons for choosing the Agronomy specialisation; key sources of motivation for studying; the level of awareness about the specialisation before enrolment; the formation of professional expectations; main educational goals; the most influential factors in choosing a career path; plans for employment after graduation; the presence of family traditions in the field of agronomy; changes in professional orientations during the first year of study; evaluation of the quality of the educational process; the adequacy of practical training; the level of interest in scientific research; factors that may cause a change in professional priorities; attitudes towards international career prospects; the role of modern technologies in the field of agronomy; important personal qualities for successful professional activity; support from lecturers and administration in professional development; suggestions for improving the learning process.

Table 1. *Survey questions for students*

	Question
1	What was your place of residence prior to enrolment (city/village, region)?
2	Why did you choose the Agronomy specialisation?
3	Who or what most influenced your choice of specialisation (family, teachers, friends, personal interest, other)?
4	Do you have a clear understanding of your future profession?
5	How well-informed were you about the Agronomy specialisation before enrolment (on a scale of 1 to 5)?
6	What is your main goal after obtaining your degree (employment, own business, research, other)?
7	What motivates you most to study at university (interest in subjects, employment prospects, scholarship, other)?
8	Do you plan to work in your specialisation after graduating from university?
9	Do you have relatives who work in the field of agronomy or agriculture?
10	Has your attitude towards your chosen specialisation changed during your studies? If so, how?
11	How do you rate the quality of teaching at your university on a scale of 1 to 5?
12	Do you feel there are enough practical classes and field studies in your curriculum?
13	Which disciplines do you find most interesting? Why?
14	Do you participate in scientific research or student projects in agronomy?
15	What factors might make you change your professional path (lack of prospects, low salaries, change of interests, etc.)?
16	Are you considering the possibility of working abroad in the field of agronomy?
17	In your opinion, how much do modern technologies influence the agronomic field?
18	What personal qualities do you think are most important for a successful agronomist?
19	Do you feel supported by lecturers and administration in your professional development?
20	What changes in the curriculum would you suggest to improve the training of future agronomists?

Source: *created by the author*

Comparative analysis was used to compare the research results with similar scholarly research by Ukrainian and foreign authors. This allowed for the identification of general trends and unique characteristics of student professional motivation in the field of agronomy. Statistical analysis was used to process the survey data. The percentage distribution of respondents' answers

was determined, which made it possible to identify the main trends in the formation of student professional motivation. Methods of synthesis and generalisation were used to integrate the obtained data to form generalised conclusions, which became the basis for developing recommendations to increase the level of professional motivation among students in agricultural specialisations. Content analysis was conducted to qualitatively analyse respondents' answers to open-ended survey questions. This allowed for the identification of key motives, personal priorities, and factors influencing students' professional choices.

Results and Discussion

Analysing student motivation for learning in higher education institutions

The National Doctrine of Education Development (2002) places particular emphasis on cultivating a worldview and positive motivation for learning. These guidelines become especially significant against a backdrop of generally declining motivation for education, particularly among university students. The motivational component is one of the most crucial elements of any educational process, and it takes on central importance in professional training. The learning process in higher education institutions involves changes to the motivational aspect of students' professional preparation, and the simultaneous development of theoretical and practical foundations helps to address the issue of forming professional motivation among agrobiology students. Motivation has been the subject of numerous pedagogical and psychological studies. However, attention has primarily focused on: 1) learning motives, the overall structure of the motivational sphere, mechanisms of motivation, the dynamics of motive development in different age groups, and methods of forming comprehensive motivational complexes under the influence of various factors; 2) the study of positive and negative motivational factors in cognitive activity, related to social and personal factors.

Motivation is a complex psychological process that drives human behaviour, directing it towards achieving specific goals and determining the intensity and duration of effort. In the context of education, motivation is considered a key factor that ensures effective knowledge acquisition, the development of practical skills, and the formation of professional competencies. A. Maslow (1943), in his theory of the hierarchy of needs, defined motivation as the process of satisfying basic (physiological, safety) and higher-level (self-actualisation) needs. He emphasises that in educational settings, higher motivation for learning is achieved by creating conditions for students' self-actualisation, where they feel their knowledge is valuable for professional and personal development.

Professional training represents a "special" type of education, as it aims not only to integrate theory with practice but also to develop professional skills in current and potential employees, which are necessary for performing specific types of work. The Law of Ukraine No. 1556-VII "On Higher Education" (2014) defines professional training as "the acquisition of qualifications in a relevant field of study or specialisation". The goal and final outcome of professional training are to prepare students for their future professional activities. However, it is important to remember that no outcome in any learning process (especially in professional training) can be achieved without motivation. This research focuses not on motivation in general but on the motivation of future agrobiologists towards their professional training.

V. Korneschuk & T. Fedirchyk (2018) state that professional training is a targeted process of developing the knowledge, skills, abilities, qualities, and practical experience in future specialists that are necessary for successfully addressing the tasks of professional activity. Often, students choose an educational institution for a variety of reasons that have nothing to do with choosing a specialisation based on vocation. According to various student surveys, it becomes clear that the vast majority of students and prospective

students have a rather vague understanding of their professional career prospects (Kharkiv Polytechnic Institute, 2023). This situation is the result of errors in the national educational strategy. Ministries and institutions involved in the educational process in the country recognise the existence of problems. This is evidenced by the declared objectives of the "new" education system – enhancing professionalisation and developing personality (National Doctrine of Education Development, 2002). However, the lack of real state support for the education system, the absence of genuine educational reforms, the lack of respect for teaching work, the lack of motivation among lectures themselves, and so on, lead to the neglect of motivational factors in student learning activities, and these factors largely determine the process of shaping the personality of the future specialist.

The system of training specialists in higher education institutions must change along with the school and vocational pre-higher education systems. This requires a focused, systematic effort from all participants in the educational process – from ministries that influence the strategy of the national educational process to students and their parents, who ultimately become both the customers and consumers of educational services. The outdated Ukrainian education system, in its essence, provides little to no motivation for acquiring knowledge. For a long time, there have been attempts to "repackage" school education, vocational pre-higher education, and higher education without changing the post-Soviet essence of this education. Often, students simply spend time in educational institutions, perceiving the process of acquiring knowledge as an unpleasant burden in addition to socialising with peers. For example, it is common to hear students express the opinion that, out of all the information learned over twelve years of schooling, which can easily be found on the internet, very little will be useful in life. Over twelve years of education, the school system, built on the paradigm of industrial production, almost nullifies a child's intuition and creativity.

In addition to the many problems inherited from Soviet education, new ones have emerged. Over the past five years, Ukrainian education has faced significant negative objective factors (the pandemic, the war), which have affected the quality of knowledge among schoolchildren and, consequently, among university students. Thus, at the end of 2023, the results of an important international educational study, PISA-2022 (Ministry of Education and Science of Ukraine, 2023), which is conducted every three years, were released. Ukraine first participated in this study in 2018 – before the pandemic and after four years of being essentially at war. As of early 2025, the war in Ukraine continues, and a large number of educational institutions continue to operate in extremely difficult conditions, providing the educational process. Therefore, it can be assumed that there has been no significant improvement in the situation over the past year. According to the Organisation for Economic Co-operation and Development (OECD), Ukrainian 15-year-old students lag behind their peers from other member countries by 2.5 years in reading and 1.5 years in mathematics and science (Ministry of Education and Science of Ukraine, 2023). Therefore, student motivation for learning is a complex and multifaceted phenomenon that requires a comprehensive approach and continuous improvement.

Survey results on students' professional motivation

In a study dedicated to the formation of professional motivation among future agrobiologists, attention was paid to the situation in school education, as the problem of low motivation for learning in higher education institutions does not suddenly arise upon transitioning from school to university. It was established that the problem is part of a broader situation in the education system, which includes higher education. When asked about their future profession, students tended to give fairly uniform answers: some chose a profession that would bring the highest earnings, others opted for a profession where their parents could

help them find a job, and yet another group responded that it doesn't matter where they study, as long as they get a diploma, have social interactions, and enjoy student life.

A survey conducted among first-year students of the Agronomy specialisation at the National University of Life and Environmental Sciences of Ukraine (NULES) from 15 September 2023 to 15 September 2024 revealed that 57% of respondents have only a general understanding of their chosen profession (Fig. 1). This result indicates the need for further in-depth familiarisation of students with the specifics of agronomic activities and their practical aspects, which is an important stage in the formation of professional motivation and orientation of future specialists.

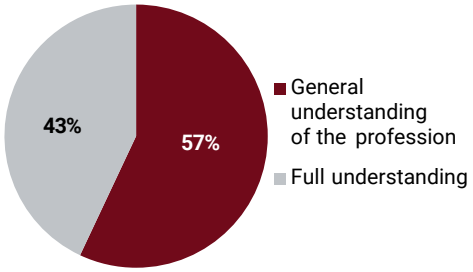

Figure 1. *Do you have a clear understanding of your future profession?*
Source: *created by the author*

According to the survey results, the majority of first-year students chose their future profession under the influence of various factors. Specifically, 70.5% of respondents indicated that their choice of specialisation was significantly influenced by family and relatives, highlighting the importance of family influence in the process of young people's professional self-determination. 15% of respondents stated that their decision was influenced by books and participation in various research projects, demonstrating the role of literature and scientific practices in shaping professional interests. 13% of students indicated that their choice of specialisation was influenced by teachers, emphasising the significance of pedagogical influence in the process of professional orientation. Only 2% of respondents cited other factors (Fig. 2).

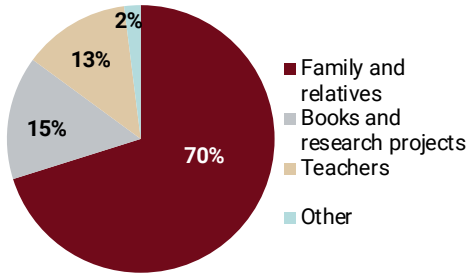

Figure 2. *Who or what most influenced your choice of specialisation (family, teachers, friends, personal interest, other)?*
Source: *created by the author*

Regarding the goals of which students enrolled in this specialisation, the results also revealed diverse motives. 41% of respondents identified their main goal as future financial security, indicating a pragmatic approach to career choice. 46.5% of respondents stated that their goal is to become highly qualified specialists, indicating an orientation towards professional development. 11% of respondents indicated that they enrolled in the specialisation solely to obtain a diploma, which may indicate a lack of awareness regarding the importance of professional selfdetermination. Only 1.5% of students indicated that their motive was the desire to socialise with peers and make new acquaintances in the student environment.

To the question "Why did you choose the Agronomy specialisation?" (Fig. 3), 50% of respondents answered that this specialisation, in their opinion, offers good career opportunities; 35% because they love nature; 7% and 8% because they want changes and innovations in this field. This situation has arisen from a combination of many factors, both external and internal. External factors include the rapid change in social and scientific processes (in just a few decades, humanity has transitioned from an industrial society to a digital one, creating specialisations that could

not even be imagined yesterday); changes in the way information/knowledge is obtained; changes in the value priorities of modern society; and the gap between the national education system and the needs of modern society and industry, among others. In addition to social factors, global environmental problems, pandemics, and wars are increasingly making themselves felt. All of this has inevitably influenced changes in internal motivational factors, such as a fundamental shift in the interests and values of modern individuals, a change in personal perceptions of the prestige of certain professions, different emotional responses to external factors, and so on.

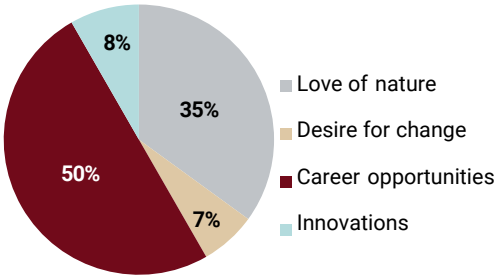

Figure 3. *Why did you choose the Agronomy specialisation?*

Source: *created by the author*

Therefore, the study of motivation for professional training is becoming one of the central themes of modern pedagogy in higher education. This primarily concerns professions that have become relevant in the contemporary world, emerging as a response to the demands of modern society. Such professions include agrobiology, whose task is to solve humanity's food problems while considering the current precarious ecological situation on the planet. The emergence of this specialisation demonstrates that the scientific community in general, and specialised experts in particular, have come to understand that it is impossible to unconditionally alter nature without considering its delicate internal symbiotic organisation. And here lies the greatest challenge in the professional training of future agrobiologists – preparing individuals with yesterday's orientations and, in some cases, knowledge, for tomorrow, advocating for changes in the very approach to interacting with nature and persuading them to become, in a sense, a Buddhist of agronomy.

Applicants who apply specifically to this specialisation have at least some understanding of the "special" lifestyle they aspire to or have directly lived in such conditions since childhood. It is difficult to imagine that a former student from a modern million-plus city high school, specialising in mathematics and computer science, would suddenly want to radically change their life after graduation. In any case, the vast majority of applicants to the Agrobiology specialisation are already familiar with this lifestyle. This is evidenced by the results of a survey conducted among first and second-year students of the Agrobiology specialisation at NULES from 15 September 2023 to 15 September 2024. 71% of respondents lived in rural areas before entering university, while 29% were city residents, of which only 6% lived in large cities, with the rest living in cities with a population of no more than 50,000 people. According to PISA-2022 data (Ministry of Education and Science of Ukraine, 2023), "students from rural areas lag behind their peers from large cities in reading by almost five years, in science subjects by four years, and in mathematics by more than four and a half years of schooling. This gap can likely be explained by differences in the socioeconomic status of students living in different types of areas."

As previously mentioned, students entering the Agrobiology specialisation at NULES are predominantly recent residents from rural areas, where the level of knowledge is lower compared to graduates of urban lyceums and gymnasiums. However, there is a positive aspect in that the majority of those entering this specialisation are from rural areas, as they at least have some familiarity with living conditions outside the city and the specifics of agricultural work. Having chosen agrobiology, these former students undertake significant work to understand the prospects that their specialisation will provide. Then the learning process begins at the university, where

the student's success, the depth and strength of their knowledge, which will further help in their development as a future agrobiologist, depends on their motivation. Moreover, it is important to emphasise that professional motivation often plays a compensatory role, as "in conditions of insufficiently developed abilities, a student with professional motivation can achieve greater success than a capable student who lacks professional motivation." To reinforce this point, it can be noted that the renowned American cognitive psychologist R. Sternberg (2019), who spent several decades studying the possibilities of predicting success in various achievements using intelligence tests, concluded that motivation is just as important in achieving success as intellectual abilities.

Based on the structure of learning activities, it becomes clear that alongside structural components such as goals, subject content, knowledge, learning actions, etc., motivation forms a component of the framework of this structure. Learning activity, in its process, must generate internal motives in the subject, on which the results and effectiveness of learning often depend, and in professional training, the effectiveness of the future specialist as well. If, during the learning process, it is possible to form a stable motivation for learning the future profession in those who are studying, then such learning activity causes changes in the subjects themselves.

Strategies for enhancing professional motivation in agrobiology students

According to O. Tkachenko (2018) and A. Kurbatova (2021), the majority of educational researchers in the professional development of agricultural university students highlight the following stages in the process of professional training: fostering positive motivation to master the future profession; organising educational and cognitive activities; and organising the transition from students' learning activities to the practical application of their acquired theoretical knowledge. Thus, fostering positive motivation to master the future profession is the very first stage in the professional training of a future agrobiologist.

Equally significant in professional training, according to T. Zatkova (2020), is the stage of organising educational and cognitive activities and creating conditions for the formation of a creative personality in the higher education student. Another important aspect of professional training is ensuring the transition from students' learning activities to the practical application of their acquired theoretical knowledge (Jaklová Dytrtová *et al.*, 2008). First and foremost, it is crucial to transform students' cognitive motives into professional ones, which, in turn, creates conditions for the full, adequate, and conscious development of the future agrobiologist. The early years of study in any specialised university are the most challenging from a motivational perspective, as students' motivation for professional training is actively formed in the later years of study when professionally oriented disciplines appear in the curriculum and students undertake practical placements (Rymešová & Kolman, 2010; Pavlova, 2018).

A study by CEDOS (2016) on the socio-economic profile of students highlights important aspects of youth motivation when choosing a place of study. One of the key factors is intrinsic motivation – interest in the specialisation – but extrinsic factors also play a significant role: financial opportunities, university prestige, territorial accessibility, and social connections (studying with friends). For the Ministry of Education and Science of Ukraine, such studies are important as they help shape educational policies that promote the recruitment of motivated students. The choice of specialisation and educational institution also depends on the availability of information, advice from parents and teachers, and prospects for future employment (Lviv National Environmental University, 2019). These data are relevant to the topic of professional motivation among future agrobiologists, as they indicate the need not only for high-quality teaching of specialised disciplines but also for actively fostering interest in

the field through career guidance activities, providing information about career prospects, and addressing the financial aspects of education.

Motivation for professional training involves the integration of incentives related to educational and professional activities, based on the mutual transformation of cognitive and professional motives. As M. Lakatosh (2021) notes, the realisation by future agrobiologists during their studies of the necessity of knowledge for successful mastery of the profession and for navigating various situations in professional activities creates a need for higher education students to master professional skills and abilities. Work aimed at fostering the motivation of future agrobiologists for professional training allows students to be encouraged towards self-development and self-improvement, which subsequently influences the formation of personality and the unlocking of their creative potential, and develops in future specialists a desire for continuous improvement of professional knowledge.

Conclusions

The results of the conducted research have established that the formation of professional motivation among future agrobiologists is a key element in their preparation for professional activities. The analysis of surveys conducted among students showed that the majority of them chose the specialisation with insufficiently formed ideas about their future profession. Among the main motivational factors identified are the prospects for professional growth, the possibility of obtaining well-paid employment, and the desire to contribute to solving global environmental problems.

The study demonstrated the importance of considering the specifics of an agrobiologist's work when developing educational programmes. The profession requires the integration of theoretical knowledge and practical skills, a willingness to work in rural areas, adaptation to seasonality, and the ability to perform tasks in the context of modern environmental, economic, and social challenges. It was found that effective motivation formation requires a comprehensive approach that encompasses both internal and external factors. Internal factors include the realisation of the significance of future professional activities and their impact on personal development, while external factors include career advancement opportunities, participation in research activities, and the implementation of innovations in the education system. Targeted efforts by lecturers to increase student interest create favourable conditions for the development of students' independence, ability for self-development, and professional realisation. A significant role of professional motivation also lies in compensating for insufficiently developed abilities and knowledge, allowing for the achievement of high results even in the face of initial learning difficulties. The use of interactive teaching methods, digital technologies, and interdisciplinary approaches contributes to increasing the level of professional training for students.

The further development of the issue of forming professional motivation among agrobiology students can encompass several important directions. Firstly, it is crucial to study the dynamics of motivation formation at different stages of learning, which will allow for the identification of critical moments that require additional attention from lecturers and educational institutions. An important task is to develop methods for diagnosing students' motivational spheres, which will allow for the assessment of its impact on the results of professional training. This approach will enable the identification of problematic aspects at the early stages of learning and the prompt implementation of corrective measures. The analysis of the impact of innovative educational technologies, including digital tools and virtual simulations, on the development of motivation for professional activity is also promising. The use of such tools can increase student interest in learning and improve the assimilation of educational material. Special attention should be paid to the development of integrated curricula that consider the current challenges of the agricultural sector. In particular, there is a need to adapt the

educational process to conditions of environmental instability, taking into account the specifics of the activities of future agrobiologists. In addition, it is advisable to develop recommendations for lecturers on improving educational strategies aimed at forming students' professional motivation. This may include approaches to creating a favourable learning environment, developing practically oriented methods, and using interdisciplinary tools. The results of this study can serve as a basis for further improving the system of training future agrobiologists, contributing to increasing the effectiveness of their professional education.

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Conflict of Interest

None.

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Професійна мотивація майбутніх агробіологів як педагогічна проблема

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Анотація. У роботі обґрунтовано актуальність дослідження професійної мотивації майбутніх агробіологів у контексті сучасних екологічних, економічних та соціальних викликів, що значно впливають на якість підготовки фахівців для аграрного сектору. Метою статті було дослідити педагогічні чинники, які впливають на розвиток професійної мотивації студентів-агробіологів, з метою покращення їх професійної підготовки. Для досягнення мети використано методи каузального аналізу, анкетування, що забезпечило комплексний підхід до вивчення проблеми. У результаті дослідження встановлено, що професійна мотивація є складним соціально-психологічним конструктом, який визначає якість професійного становлення майбутніх фахівців. Було виявлено ключові чинники, що впливають на мотиваційну сферу студентів, серед яких усвідомлення значущості обраної спеціальності, організація навчально-пізнавальної діяльності, залучення студентів до практичної роботи, створення позитивного навчального середовища та підтримка викладачів. У результаті роботи було встановлено, що на формування мотивації значно впливають як внутрішні, так і зовнішні чинники. Внутрішніми чинниками є усвідомлення студентами значущості обраної професії, інтерес до спеціальності та прагнення до професійного вдосконалення. Зовнішні чинники включають організацію навчального процесу, створення позитивного середовища у закладі освіти, залучення до практичної діяльності та підтримку викладачів. Проаналізовано особливості формування стійкої мотивації до професійної підготовки, яка забезпечує розвиток особистісного потенціалу студентів, сприяє формуванню самостійності, креативності та здатності до саморозвитку. Така мотивація підвищує їхню готовність до вирішення складних професійних завдань, сприяє підвищенню ефективності освітнього процесу та розвитку аграрної освіти загалом. Практична значущість результатів дослідження полягає у можливості їх впровадження в освітні програми аграрних закладів вищої освіти та використання для розробки педагогічних моделей, орієнтованих на формування мотивації до професійної діяльності

Ключові слова: соціально-психологічний процес; фахова підготовка; підготовка спеціалістів; навчання