The Motivational Component of the Subjects of Education as a Component of Self-Realization (on the Example of Digital Projects)

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Abstract: The results of a study to identify the relationship between the level of digital design, the motivation of optants and their self-realization are presented. The data obtained allowed us to establish that the desire to achieve the desired results is characteristic of people engaged in digital design, which is more pronounced in schoolchildren than in students or teachers. Subjects engaged in digital design have high indicators of process motivation for self-organization of behavior within the framework of personal and professional self-realization. Substantiation of the research objectives. The use of digital technologies is a mandatory component of the educational process today. Digital design and digitalization of the project are innovative competencies related to the manifestation of the predictive abilities of the organizer and executor of the project. This determines the purpose of the study: to establish a possible relationship between the level of a digital project, the motivation that determines this activity, and the style of self-regulation of personality behavior. Research methods: Digital design, which included participation in school and student competitions of digital (IT) projects, including the creation of digital products; Diagnostic tools: questionnaires, analysis of academic performance, conversation with project managers and curators; psychodiagnostic techniques: "Motivation for success" (T. Ehlers), Rigidity Research Methodology (G. Aizenk), Achievement Need Questionnaire (Yu. Orlov), questionnaire "Style of Self-regulation of Behavior" (V. Morosanova). Study Results. The highest level of a digital project is associated with motivation, which is the basis of the quality of project activities. The data obtained indicate that people engaged in digital design are characterized by the desire to achieve the desired results, which is more pronounced in schoolchildren (13%) than in students (8%) or teachers (9%). The subjects of education engaged in digital design have high indicators of process motivation of self-organization of behavior. The main conclusions and their significance. The stages of the process of studying the psychological foundations for the implementation of digital design are considered by the example of studying the personal characteristics (motivation, self-organization) of educational subjects (pupils, students, teachers) who take and do not take part in design activities within the educational process. There are psychological characteristics of persons engaged in digital design in education, due to the specifics of project

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activities. These include: a high level of self-regulation, mobility, the need to achieve success and a sufficient level of motivation to achieve the goal, as well as the need for self-development and self-realization.

1 INTRODUCTION

Digitalization, globalization, informatization, modeling and design of various levels are the modern challenges of reality. They determine the need for a detailed study of the psychological foundations, resources that ensure the effectiveness of innovative processes in the professional (educational and professional) self-realization of the individual. Digital design has not left aside Russian universities. Today, in accordance with the new standards, "design competence" is relevant for the training of modern specialists. The new educational standards clearly formulate the tasks of their training: the ability to compete with others in the labor market, a conscious approach to choosing the opportunities and prospects that open up; free orientation in the information and digital space to form their own professional position, professional growth and development strategies; conscious personal responsibility for the quality of their education and professional self-realization. The training of such a specialist requires from the higher education system: didactic compliance of educational technologies with the subject content of professional training; correlation of educational activities with purposeful support of students; retention of graduates in the direction of the chosen profession; development of professionally significant qualities in students. All this provides students with an opportunity for effective professional self-realization in the future, university teachers - with conditions for increasing their own competence in the process of professional self-realization and self-development.

The research is based on theoretical and applied provisions of understanding the phenomenon of professional self-realization (S. I. Kudinov, A. I. Krupnov, 2008); (O. O. Bogatyreva, 2009); (T.D. Marcinkovskaya, 2018); (F. U. Bazaeva, 2012); (I.V. Kostakova, S.S. Belousova (Grigorieva), 2014); (E. L. Afanasenkova, N. N. Vasyagina, 2019); (Afanasenkova E.L., 2020); theoretical provisions and principles of construction of project activities (G. E. Muravyeva, 2005), the main content of the design skills and design abilities of a teacher (E. V. Ketrish, 2017), the provisions of the competence approach as a modern educational paradigm of education (A.K. Markova, 1996), (E. F. Zeer, 2004), (V. I. Bidenko, 2005), (I. A. Zimnyaya, 2009), (A.V. Khutorskoy, 2012); studies devoted to the analysis of the essence, structure and correlation of the concepts of professional competence and professional expert knowledge (L. M. Mitina, 1997), (Yu. V. Vardanyan, 1999), (V. I. Baidenko, 2006); fundamentals of project activity in the educational process (G.B. Golub, E.A. Perelygina, O.V. Churakova, 2006), (I.V. Shumova, 2011), (I.A. Bazaeva, M.G. Bondarev, L.V. Goryunova et al., 2020). At the same time, the problem of psychological grounds or motivation of digital design, including in the process of professional (educational and professional) self-realization, has not been investigated by psychological science.

Theoretical analysis allowed us to form the following basic concepts for research: professional self-realization; self-development; motivation; digital design.

Professional self-realization is a purposeful process of personal realization in professional activity, which is determined by the general level of self-development of the individual. As a process, professional self-realization is aimed at improving the potential of the individual in the field of chosen activity. It is carried out through the development of professional competencies.

Self-development is a purposeful and deeply conscious activity of a person aimed at self-change and self-improvement in accordance with an internal plan, for the development of their resource and potential capabilities in order to relieve tension between the real Self and the ideal Self, in order to satisfy the highest need for self-actualization, taking into account the characteristics of the environment and activities in which this development takes place, for the sake of achieving new goals and obtaining the desired result in various types of their own life. At the same time, self-development, as a process of internal dynamics of personality self-changes and its self-realization, as a process of self-expansion of personality outside, is always associated with motivation.

Motivation is a dynamic process of continuous choice and decision-making based on weighing behavioral alternatives, which determines the purposefulness of action, organization and stability of holistic activity, motivating to action, mediated by a system of motives that are in a certain hierarchical relationship with each other.

Digital design is an activity consisting of a system of actions aimed at achieving the goal of digitalization of information, the result of which is not known, but participation in the implementation of this activity itself leads to the development of a person as a subject of innovative activity in education. The direct purpose of a digital project is to achieve a practical educational result in the digital space. It is necessary to be ready for digital design as a type of innovative activity. The complexity of the formation of psychological readiness lies in the subject of formation, namely in the resources available to him and the use of the opportunities presented to him (O.A. Konopkin, 1995). Thus, a student who is a direct subject of project activity (from the point of view of modern Federal Educational Standard) should be ready to participate in innovative activities, have a positive attitude to innovations, be able to create and implement them (L. M. Mitina, 1997).

The analysis of theoretical sources has shown that the psychological qualities that make it possible to achieve success in a situation of uncertainty are motivation and self-regulation (E.P. Ilyin, 2002), (E.F. Zeer, 2010). They are considered by us as structural components of internal mental activity, especially when a person initiates, builds and manages different types of arbitrary actions, depending on what goals he pursues. A high level of achievement motivation and self-regulation of activity are closely related to personal self-regulation, which in turn implies a high level of self-awareness, reflexivity of thinking, organization, purposefulness, formation of volitional qualities (T.A. Dvornikova, 2011), (A.V. Karpov, E.V. Karpova, 2016), (L.P. Kislyakova, T.V. Zobnina).

According to the results of modern psychological studies of project and digital activities, due to uncertainty, they are self-regulatory (E.S. Galeeva, 2015). This means that it is the principle of individual regulation (self-regulation) of activity by the subject that forms the basis of the methodological approach to modeling and optimization of activity in psychology.

Activities based on the principle of self-regulation and self-organization will differ in individual styles. Moreover, the higher the level of individualization, the more it leads to the success and effectiveness of the project. Conversely, a decrease in the possibilities of individual regulation of activity, self-regulation, a reduction in the elements responsible for the content aspect of activity, lead to fatigue and loss of involvement (G.E. Muravyeva, 2003), (I.G. Shendrik, 2006).

Mobility and projectivity in the implementation of a digital project are important components of its success. During the implementation of the project, unforeseen situations arise that require rapid response, the development of new approaches and the change of previously fixed patterns of behavior.

Thus, the structure of psychological readiness to implement a digital project includes such components as – achievement motivation; the ability to self-regulate, including through planning and modeling; a low level of rigidity that prevents the perception of innovations and readiness for their implementation.

Based on the above, the **purpose of the study** is to identify the features of motivation and its relationship with the psychological qualities of educational subjects that contribute to the successful implementation of project activities, such as self-regulation, rigidity, based on a comparison of groups of respondents engaged and not engaged in digital projects for categories such as schoolchildren, students and teachers.

2 MATERIALS AND METHODS

322 people participated in the presented study. Of these, 150 people are 50 teachers, 50 high school students and 50 university students who actively participate in project activities at various levels, including digital design: 172 people, as well as teachers – 72 people, high school students – 50 people and 50 students who do not participate in project activities, experiencing difficulties in the preparation of scientific papers. The average score for course and final qualifying works was 3.2.

A digital project for teachers is participation in innovative educational projects of educational organizations, cities, regions, as well as research and development and the use of digital technologies in working with students. Digital design for students involved participation in school and student competitions of digital (IT) projects, including the *creation of digital products*.

Diagnostic tools: questionnaires, analysis of academic performance, conversation with project managers and curators, as well as psychodiagnostic methods: "Motivation for success" (T. Ehlers), Rigidity Research Methodology (G. Aizenk), Achievement Need Questionnaire (Y.M. Orlov), questionnaire "Style of Self-regulation of Behavior" (V.I. Morosanova).

3 RESULTS

The survey of schoolchildren, students and teachers participating and not participating in project activities showed a different level of independence in decision-making and the desire to engage in activities in a situation of uncertainty.

Table 1 presents the results obtained during the study of the need for achievement among persons taking and not taking part in project activities.

Table 1: Results of the study of the need for achievement (questionnaire by Y.M. Orlov), %.

Groups of respondents	Levels									
	High		Above average		Average		Below the average		Low	
	IA	LIA	IA	LIA	IA	LIA	IA	LIA	IA	LIA
Teachers	9	7	9	15	45	50	-	13	37	15
Students and undergraduates	8	6	8	21	31	41	31	21	22	11
Pupils	13	6	20	24	47	54	20	7	-	9

Symbols: IA – innovative activity; LIA – lack of innovative activity.

The results of the study of the psychological characteristics of the subjects of education engaged in project activities revealed the specifics of personality traits that ensure success in a situation of uncertainty. Based on the results obtained, it can be stated that a high level of need for achievement is rarely found among persons engaged in project activities. At the same time, the desire to achieve the desired results is more characteristic of schoolchildren (13%) than students (8%) and teachers (9%). The average level of claims is typical for both samples. It is noted that a fairly large percentage of teachers (37%) and students (22%) engaged in project activities have a low level of need for achievement, which is a serious obstacle to the effective performance of activities in a situation of uncertainty. There are no low indicators among schoolchildren engaged in project activities.

The next stage of the study was to study and compare the motivation for success in both samples. Because one of the key conditions for the effectiveness of activities, in our opinion, is motivation. The results are presented in Table 2.

Table 2: The results of the study of motivation for success (T. Ehlers), %.

Groups of respondents	Levels							
	Too high		Moderately high		Average		Low	
	IA	LIA	IA	LIA	IA	LIA	IA	LIA
Teachers	27	15	46	65	27	11	-	9
Students and undergraduates	39	17	27	57	39	26	8	12
Pupils	7	5	40	40	53	40	-	15

Symbols: the same as in Table 1.

Data analysis showed that students were more motivated to succeed (39% have a very high level of motivation). The results of the teachers of both samples showed a moderately high motivation for success. Schoolchildren demonstrated mainly an average level. At the same time, among those engaged in project activities, almost no one has a low level of motivation for success (8% among students, 0% among teachers and schoolchildren).

Somewhat different results between the two samples studied (IA and LIA) were obtained when studying the features of the style of self-regulation of behavior. The data is presented in Table 3.

Table 3: The results of studying the style of self-regulation of behavior (V.I. Morosanova), %.

Features of the self-regulation style		**Teachers**		**Students and undergraduates**		**Pupils**	
	Levels	**IA**	**LIA**	**IA**	**LIA**	**IA**	**LIA**
Planning	High	64	30	62	26	46	25
	Average	27	42	30	60	27	34
	low	9	8	8	14	27	41
Simulation	High	55	32	30	17	46	30
	Average	36	45	43	68	27	51
	low	9	23	27	15	27	19
Programming	High	37	20	30	-	40	22
	Average	55	23	43	87	53	48
	low	8	57	27	13	7	30
Evaluation	High	45	32	54	34	60	42
	Average	45	34	46	64	40	50
	low	10	34	-	2	-	8
Flexibility	High	37	25	30	25	47	34
	Average	55	46	62	64	40	20
	low	8	29	8	11	13	46
GLSR	High	64	29	25	25	33	12
	Average	36	54	67	64	53	66
	low	-	17	8	11	14	23

Symbols: the same as in the Table 1; GLSR – general level of self-regulation.

In general, all respondents engaged in digital projects on all scales have a much higher level of development of the qualities studied than respondents who are not engaged in such activities. The highest level of planning, modeling and the general level of self-regulation was found in teachers (64%, 55% and 64%, respectively), while programming, assessment and flexibility were found in schoolchildren who are involved in project activities.

The planning process, in our deep conviction, allows us to be more successful in innovative activities, since it requires independent, detailed study of activities – from setting goals to obtaining the final result, while taking into account possible risks.

Higher indicators on the scale of "modeling" were obtained from persons engaged in project activities. We assume that this is due to the ability to change the program of action in a changing situation, which often happens in the context of innovation.

It is also necessary to note the high level of programming among persons engaged in digital design, which may be explained by the need to constantly think over the course of their actions to achieve their goals and, if necessary, to correct them.

An interesting fact is that schoolchildren showed higher results on the flexibility scale (47%). This may be due to age characteristics, the absence of stereotypical thinking, negative experience, which makes it easy to rearrange plans and programs of performing actions and behavior under changing conditions.

Thus, a more developed system of self-regulation of voluntary activity allows students and teachers to flexibly and adequately respond to changes in the conditions of project activity. A high level of achievement motivation allows respondents to form a style of self-regulation of behavior that compensates for the influence of personal and characterological features that hinder the achievement of the goal.

The next stage of the study was to study the rigidity of the subjects. We believe that working in a situation of uncertainty requires a special degree of plasticity and mobility, while rigidity can become a certain obstacle to achieving the goals set. The results are presented in Table 4.

Table 4: Results of the rigidity study, %.

Groups of respondents	**Mobility**		**Rigidity features**		**Rigidity**	
	IA	**LIA**	**IA**	**LIA**	**IA**	**LIA**
Teachers	63	10	37	34	-	56
Students and undergraduates	69	-	31	55	-	45
Pupils	47	16	53	56	-	28

Symbols: the same as in Table 1.

The results showed that the greatest percentage of rigidity was found among teachers who are not engaged in project activities (56%). At the same time, the rest of the study participants involved in project activities lack rigidity as a quality, which is probably one of the factors that make the activity attractive to them. The greatest mobility was demonstrated by students engaged in project activities (69%). Mobility has not been identified at all among students who do not participate in project activities.

At the next stage, statistical processing of the obtained data was carried out and the relationship between motivation and self-regulation of the individual was established. It was found that this relationship is closer in the group engaged in project activities. Of the 13 parameters, in the group of persons engaged in project activities, there is a connection in 12 parameters, in the group of persons not engaged in project activities, the connection was found in 4 parameters. Thus, "motivation for success / fear of failure" is associated with the parameters "value" and "evaluation of results" ($p=291$; $p \leq 0.015$), which indicates that respondents can adequately assess their own activities. The results also demonstrate the relationship of a high level of need to achieve with such parameters as "flexibility" ($p=397$; $p \leq 0.001$) and "general level of self-regulation" ($p=291$; $p \leq 0.015$). All correlations are positive.

Table 5 shows the relationships for the digital design group.

Table 5: The results of the study of the relationship between motivation and self-regulation style of behavior of subjects of educational activity.

Self-regulation style	***The need to achieve***	***Rigidity***	***Motivation for success***	***Motivation for avoiding failure***

	high	*above average*	*average*	*below the average*	*low*	*mobility*	*rigidity features*	*rigidity*	*high*	*average*	*low*	*high*	*average*
Planning	-	0.28	0.31	0.30	-	-0.36	-	-	0.31	-	-	-	-
Simulation	0.38	-	-	-	0.31	0.43	-	-	-	0.28	-	-	-
Programming	0.43	-0.32	0.38	-		-	-	0.31	-	-	0.27	0.42	-
Evaluation	-	0.32	0.36	-	0.28	-	-	0.29	0.42	-	-	-	0.28
Flexibility	0.32												

Note: the highlighted indicators are significant at the level of $p < 0.05$.

The table shows that for the category of persons with a minimum level of rigidity (mobility), with an increase in the degree of rigidity, the tendency to planning and modeling increases. The degree of programming and evaluation of their actions for the category with high rigidity increases with increasing rigidity. For people with high motivation to achieve success, a positive relationship of this motivation with the degree of planning and evaluation was found. For a lower motivation to achieve success, such a relationship was not found.

For people with average motivation to achieve success, a positive significant relationship exists between this motivation and the degree of modeling, and for low motivation for success between motivation and programming.

For people with a high level of failure avoidance, a positive significant relationship of this motivation was found with the degree of programming of their actions and for people with average motivation – with evaluation. The higher the need for achievement, the higher the degree of planning, modeling, programming, evaluation and flexibility, but this relationship reaches a degree of significance only for some samples belonging to separate ranges of the level of need for achievement. The absence of a significant correlation between these parameters across all ranges may be due to the lack of sometimes sufficient sample size when splitting it into five ranges.

4 DISCUSSION

According to the results of the study, it can be concluded that persons engaged in digital design have motivational features due to the conditions and requirements for them that are necessary in project activities, in a situation of uncertainty of the content and tight deadlines for the project. These include: a fairly high level of motivation to achieve a goal that is of a process nature. People engaged in digital design are interested not only in the result, but also in the process of preparing the project. There is also a high level of self-regulation, mobility, the need for success, self-development and self-realization.

Teachers who are not engaged in digital design are more motivated than schoolchildren and students to succeed and have a more persistent desire and need to achieve goals, but they are less controlled and results-oriented.

Students and schoolchildren avoid failure, show great diligence, patience and control, act according to the developed plan and monitor the result. The psychological mechanisms of their project activity are motivational and self-regulatory processes, the relationship of motivation to achieve results with planning, modeling, self-development and self-realization.

Motivation to achieve the goal is a source of active behavior of students and teachers, activates their involvement in new projects and programs of the school, stimulates to achieve success in activities despite obstacles, acts as an internal psychological resource for their self-realization in activities: educational, educational-professional, professional.

The results obtained in the course of the study are consistent with some data of modern research in the field of motivation, in particular with the researches of V. V. Dmitrieva, V. A. Morozov, A.V. Romanova, E. L. Afanasenkova, N. A. Pankstyanova (2020). They note that "a sufficient level of formation of personal claims in the future profession is determined by such leading motives as the cognitive motive and the motive of the regularity of the intended results. This indicates that for future specialists, not only the process of activity, the significance of the results to which it leads, but also the effectiveness of self-realization in the future profession is of great importance".

The analysis of the scientific literature allows us to state the lack of special research on the problem of identifying and developing the motivational component of educational subjects in the implementation of digital projects. An important area of research in this area, according to the authors, can be the experimental implementation and subsequent analysis of the results of the mentoring system among the subjects of education, where the mentors themselves are schoolchildren, students and teachers.

5 CONCLUSION

According to the results of the study, the majority of students have not formed a motivational component of digital design, there is no motivation and interest in the implementation of innovative, digital projects. Students aged 18 to 25 are familiar with the concept of "digital project" and interpret it as "creating some kind of innovation", but most of them did not participate in them. Because they do not feel confident in the ability to complete a digital project. Therefore, they want to get help from an experienced mentor in overcoming the fear of this type of work.

From the point of view of the sample under study, there are certain personal qualities that affect motivation. Among them are: the ability to achieve a certain goal; self-confidence and lack of fear to take on a new, unknown business; the ability to arbitrarily direct their actions, feelings, behavior in changing conditions of activity. In addition, personal qualities that hinder the implementation of a digital project were highlighted: lack of purposefulness; unwillingness to change something, create, make efforts; low motivation to achieve; rigidity; lack of ability to change.

There are psychological features of persons engaged in digital design in education, mediated by the conditions and requirements for the personality, its behavior, which are put forward by the project activity itself. These include: a high level of self-regulation, mobility, the need to achieve success and a sufficient level of motivation to achieve the goal, as well as the need for self-development and self-realization.

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