

подбора и адаптации персонала были предложены пути сокращения объема документации и улучшение существующей системы электронного документооборота. В конце исследования удалось спроектировать Корпоративный справочник унифицированных форм приказов по обучению и повышению квалификации летного и cabinного состава Авиакомпаний. Его целью признано обеспечение единства правил выполнения и оформления приказов, максимальное сокращение количества и объема документов, ускорение изготовления и размножения документации с помощью средств оргтехники.

Ключевые слова и словосочетания: документирование, стандартизация, повышение квалификации, летный экипаж

Признание

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RESEARCH OF FEATURES OF EDUCATIONAL MOTIVATION OF STUDENTS FROM RUSSIA AND CHINA IN THE CONDITIONS OF GROWTH OF VOLUMES OF ONLINE TRAINING: CASE URFU NAMED AFTER THE FIRST PRESIDENT OF RUSSIA B.N.YELTSIN

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Abstract: Internationalization of education, its globalization through digital technologies requires taking into account national characteristics and the mentality of students. The work is devoted to identifying the features and differences in the educational motivation of students from China and Russia studying at the Ural Federal University, which are related, among other things, to the difference in educational approaches of the two countries. The attitude of students to online distance education technologies, whose weight has increased significantly due to the COVID-19 pandemic,

was also studied. Based on the identified patterns, recommendations for the organization of the educational process are given.

Key words and phrases: educational motivation, national education; social research; online education.

JEL codes: I 123, M 15

Introduction

In the context of economic globalization and internationalization of education, with the rapid development of the Russian economy and the constant improvement of its international status, more and more Chinese students choose to study in Russia. In 2015, according to statistics from the Center for Sociology of the Ministry of Education and Science of the Russian Federation, the total number of foreign students studying in Russian universities was 283,000, while the number of students from China was 22,000. More than 1,000 students from China study at Ural Federal University. We can say that the current study abroad in Russia is in a period of rapid development. However, the current education of Chinese students at Ural Federal University is still in its infancy, and education management and educational content of Chinese students has become a major problem in the education of Chinese students. The problems of teaching and managing the Russian language may reflect the objective problems of managing the education of Chinese students.

In order to better educate Chinese students, we need to understand what the differences are by comparing Chinese students with Russian students. It could also be argued that we need to understand how the motivation of Chinese students differs from that of Russian students.

Let us turn to the interpretation of key concepts of this study: "learning motivation" and "learning motive". In most general terms, motive means any internal inducement of an individual to activity and behavior; complex psychological education that motivates an individual to conscious activity and actions and serves as a basis for them. In psychological and pedagogical research, motive is referred to as a variety of psychological phenomena: perceptions and ideas, feelings and experiences (L.I. Bozhovich), objects of the outside world (A.N. Leontief), attitudes (A. Maslow). [1]

In turn, the educational motive can be understood as the student's focus on certain aspects of the educational work, associated with the internal attitude of the student to it. According to L.I. Bozhovich, "the motive of educational activity is the motives characterizing the personality of a schoolboy, its main orientation, brought up during his previous life, both by the family and the school itself". [2] A. K. Markova suggests a definition of a learning motive that reflects the specifics of the latter: "A motive is a schoolboy's focus on individual aspects of the learning activity that is related to a student's inner attitude toward it". [2] Accordingly, cognitive motives (those related to the focus on the content of the teaching) and social motives (those related to the social

interactions of a schoolboy with other people, with communication between students and teachers) can be distinguished. Also, there is a distinction between understandable and really acting motives. A pupil understands why it is necessary to learn, but this may not encourage him to engage in learning activities. Under specific circumstances, the motives that are understood become real.

The term "motivation" represents a broader concept than "motive". The word "motivation" is used in modern psychology in two ways: as a system of factors that determine behavior (including, but not limited to, needs, motives, goals, intentions, aspirations, and more), and as a characteristic of a process that stimulates and sustains behavioral activity at a certain level. Motivation can thus be defined as a set of psychological reasons that explain a person's behavior, its beginning, direction and activity. [3] Motivation can also be referred to as a complex hierarchical dynamic system of stimuli that includes needs, motives, and goals -- a kind of mental activity that organizes and directs the subject's activity to meet his needs -- to achieve the goal [4]. In addition, the scientific literature considers motivation as a complex mechanism that regulates the relationship between external and internal factors of behavior. Motivation explains the purposefulness of action, organization and sustainability of holistic activities aimed at achieving a certain goal. Motivation of a person's behavior can be conscious and unconscious, some needs and goals that govern a person's behavior are recognized by him/her, and others are not.

Educational motivation in the general sense is defined as a private type of motivation included in the exercise. Also, motivation of schoolchildren's teachings is defined as a system of objective and subjective motives that include need as the main source of motivation. [5] Motivation for learning, respectively, includes the need for teaching, the meaning of the teaching, the teaching motive, purpose, emotions, attitude, and interest.

Educational motivation is determined by a number of factors specific to this activity:

- 1) educational system, educational institution where the educational activity is carried out; 2) organization of the educational process;
- 3) subjective features of the student (age, sex, intellectual development, abilities, level of claims, self-esteem, his interaction with other students, etc.);
- 4) subjective features of the teacher and, first of all, the system of his relations to the student, to the case;
- 5) specific features of the educational subject. [6]

Based on these, we developed a more detailed questionnaire and conducted my research accordingly.

Another point to understand is the educational level of Chinese students. First of all, you must understand some specific conditions in this country.

It can be said that the comprehensive quality of Chinese students, who were educated after the reform and opened for 30 years, defined the face of modern China, namely the country's beliefs, social order and national identity. With the continuous development of China's economy, China's education system is also in a new stage of development.

China's national conditions are that the collective precedes the individual, so education in China is compulsory, and every child must receive 12 years of compulsory education, from elementary school to high school.

Chinese students always spend a lot of time in school; they get more assignments after school and more pressure at the same time, which is typical for most universities in China. Chinese students always have homework that they can't finish and they can't finish the exam. In fact, this is because in the traditional Chinese concept of millenniums "only learning is the most important", every parent tries to hope that children can change their destiny through learning. In Chinese society, where the social division of labor and payoffs are unfair and the social security system imperfect, parents do not want their children become physical labor workers, which has led to an imbalance in the development of basic education and vocational training in China.

In China, parents choose schools for their children that are based on their education and think that if they have a good school, they will find a good job in the future. In secondary school, students have endless assignments to write every day, and as a result, students get a lot of professional knowledge, but because of the large amount of homework they do not have time to develop their interests, and they lose the ability to live and think independently.

At Guangxi University, which is my alma mater, teachers teach lessons derived from textbooks, and sometimes he also puts forward his own theory and asks for many notes. The teacher hopes that students will ask questions after lectures. All exams are conducted through written testing, all the test questions are from textbooks, students need to jot down a great deal of theoretical knowledge, and there will be a lot of review materials. The teacher does not appreciate your challenge to authority, but likes students to dare to ask their own questions and will give answers based on the content of the textbook.

Based on these, we can pretty much understand that Chinese education is characterized by the following.

1. It embodies the principle of fairness and equity, with all students receiving the same education, but lacks the so-called "individualized education".
2. Strengthens students' basic knowledge base but weakens their ability to think independently.
3. Focusing on the final subject examinations and underestimating the regular learning process.
4. It develops students' super learning ability and imitation ability.
5. Taught students the most knowledge in the shortest time, more efficient.

6. It makes students respect the teacher, but on the other hand, it establishes the teacher's authority and weakens the students' personality.

And education in Russia is very different from that in China. The current educational situation in Russia is characterized by reliance on experimental pedagogy, which widely uses not only the actual pedagogical methods of research, but also methods of neighboring social and natural sciences. In modern pedagogical theory and practice, the problem of developing students' personal activity is particularly relevant. At present, the attention of many teachers is drawn to the issues of organizing the conditions under which learning would be most successful, as well as issues related to the formation of strong positive motivation of students to learn, creating conditions for personal growth and development of cognitive interests of students.

The learning process in a modern school is increasingly focused on collective, public discussion of problems, active interaction and cooperation between teachers and students, and exchange of views between them. All this, ultimately, is aimed at developing a proper understanding of the content of the subjects studied, their connection with life practice. These include a lecture, dialogue, problem interview, seminar, debate, conference, business games, round tables, and other interactive forms of classes that are actively used already in the basic school in Russia.

And for the children of Russia, the purpose of the training sessions is a solid mastery of knowledge, development of sustainable skills for its practical application, and formation of scientific worldview of schoolchildren on this basis. [7]

When we studied in Ural Federal University, we probably did not have a textbook, but usually we'll get a list of educational literature from teacher after lessons, so you should take notes in class. To us, the teacher's lessons are a unique scientific achievement. Each teacher is not based on textbooks, but he has his own new theories and new ideas, especially science and technology. The teacher hopes that students will ask questions and develop their ability to think for themselves. Most subjects are assessed by oral examinations, which test the students' thinking and language organization skills even more. There is no standard answer to a question. There is no need to memorize it. There will be many reference books to look through. It is best to ask your own ideas by answering questions. The ideas you put forward may be very naive, but the teacher appreciates that you dare to challenge the authority and ask your own questions. This is very valuable. A teacher cannot teach students all the knowledge they need to learn by themselves and to motivate students to study continuously.

Based on my personal experience and interviews with Russian students, we can draw basic conclusions about the characteristics of Russian education:

1. Various options for school training.

2. Introduction of new methods of control over assessments.
3. Opportunities for teachers and students to undertake internships or exchange experiences abroad.
4. Good at developing students' self-reflection skills, but lacks a great deal of basic theoretical knowledge.
5. Students are free to express themselves in the classroom, but are less respectful of the teacher.

By examining these elements, we can learn how to better educate Russian and Chinese students.

As a result of the COVID-19 pandemic outbreak, we also deliberately researched Russian and Chinese students' perceptions of non-traditional education methods, and the data we obtained are of special reference value.

Methodology

The purpose of the study: To study the features and differences in the educational motivation of students from Russia and China studying at the Ural Federal University named after the First President of Russia B. N. Yeltsin, including those related to the differences in the educational systems of the two countries. Give recommendations for optimizing the educational process.

Methods: Conduct a questionnaire survey based on the differences in education between Chinese and Russian students.

Key survey's block included follow aspects:

- Primary motivation for studying;
- Major anxieties or concerns about education;
- Primary learning assessment indicator;
- Previous educational experience;
- Perception of self-competence;
- Advantages and disadvantages of non-traditional methods of education.

Respondents: The study was conducted with about 50 Chinese students and 30 Russian students, and included both undergraduate and graduate students of Ural Federal University named after the first President of Russia B.N. Yeltsin.

Results

The results of the research allowed us to identify the following trends.

Block 1. The first major question-What is your primary motivation for studying?

A) The majority of Chinese students (58%) believe that they are studying hard to pass the exams; a small number of Chinese students (25%) are studying to improve their abilities and overall quality; and a small number of Chinese students (8%) are studying to get a good job in the future. (Fig. 1)

B) At the same time, the majority of Russian students in order to find a good job (39%) or enjoy the process of studying (34%). (Fig.2)

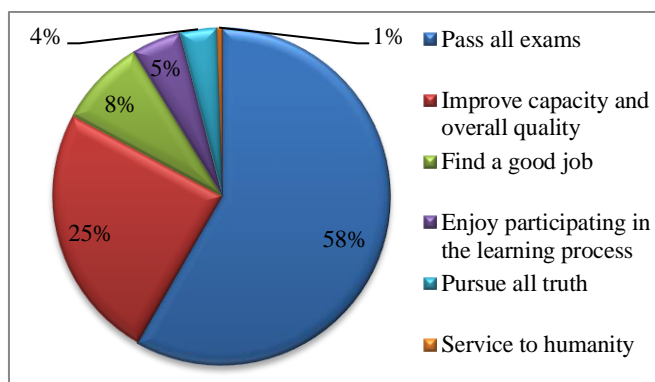


Fig. 1. Motivation table for Chinese students.
(Source: own research, December 2019)

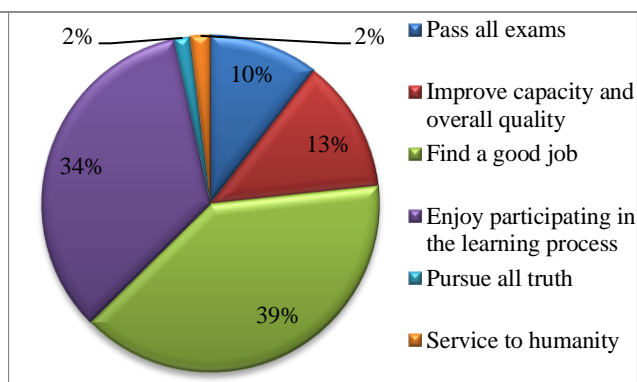


Fig 2. Motivation table for Russian students.
(Source: own research, December 2019)

Block 2. The second major question-Where does your greatest anxiety or worry stem from at this stage of your studies?

A) For most Chinese students (55%), the biggest concern is whether they will receive their diploma; some Chinese students (14%) worry about whether they will be recognized by their teachers. (Fig. 3),

B) At the same time, Russian students are concerned about the high cost of education (35%), future employment prospects (28%), and interest in their courses (13%). (Fig. 4)

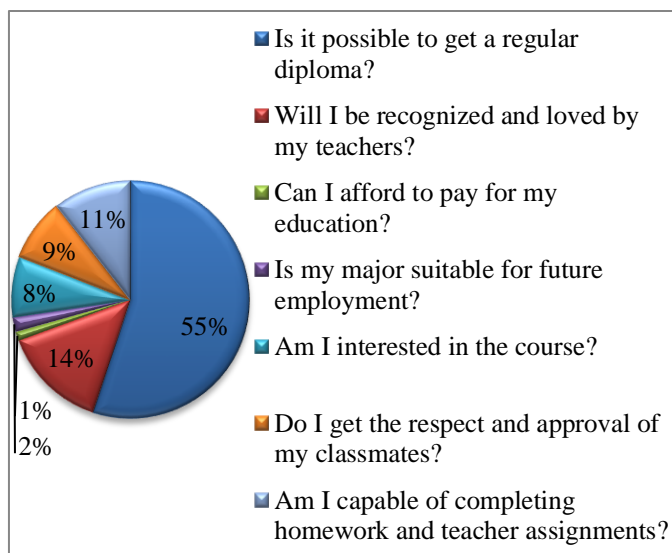


Fig. 3. Major areas of anxiety for Chinese students.
(Source: Own research, December 2019)

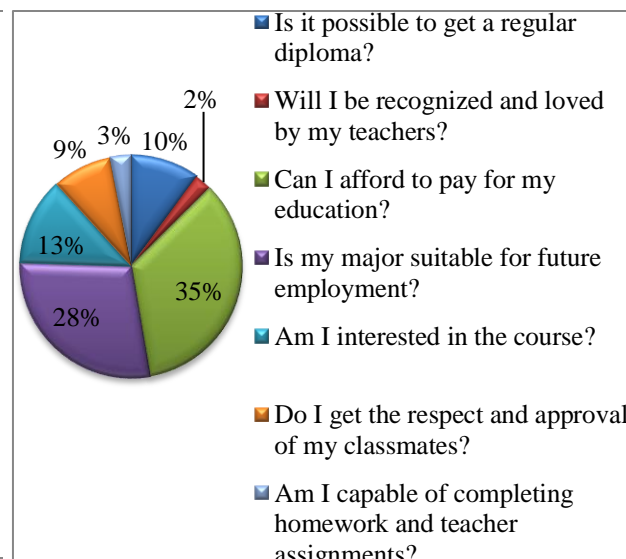


Fig. 4. Major areas of anxiety for Russian students.
(Source: own research, December 2019)

Block 3. The third major question-Which is the primary learning assessment indicator for you?

A) For most Chinese students (62%), test scores are the most important indicator. (Fig. 5)

B) At the same time, Russian students choose a wide variety of indicators. (Fig. 6)

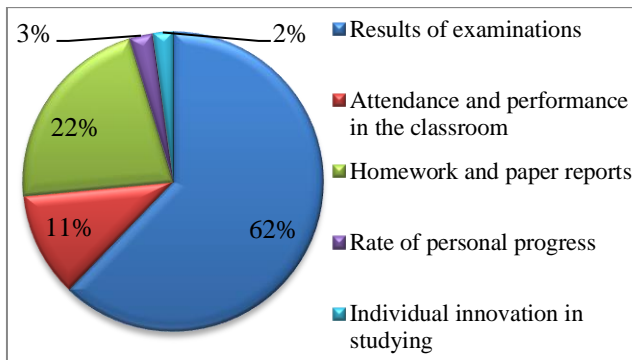


Fig. 5. Indicator selection for Chinese students.
(Source: own research, December 2019)

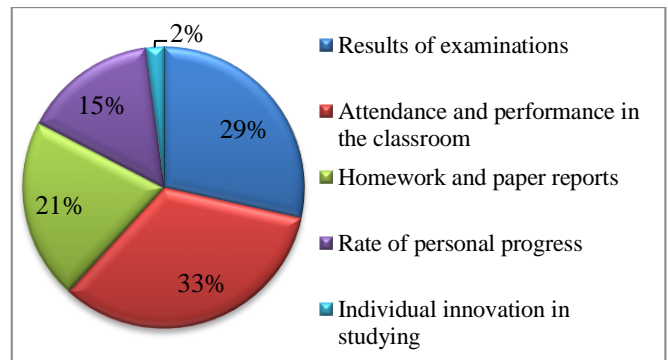


Fig. 6. Indicator selection for Russian students.
(Source: own research, December 2019)

Block 4. The fourth major question- What kind of education have you experienced the most?

A) Chinese students experience more of a spoon-fed education (indoctrination education) (65%) and semi-military education (20%). (Fig. 7)

B) At the same time, Russian students experience more of a general education (70%). (Fig. 8)

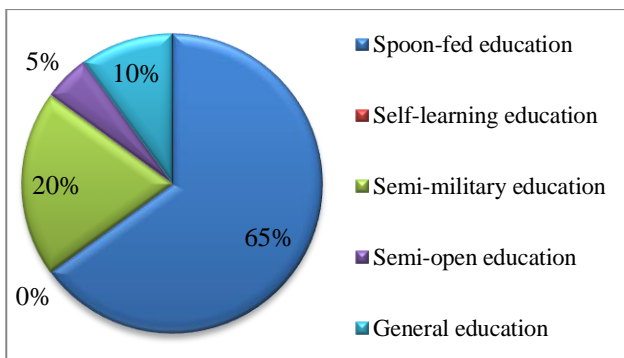


Fig. 7. The education experienced by Chinese students.

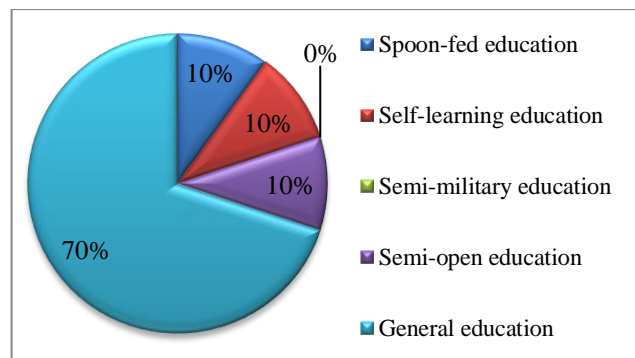


Fig. 8. The education experienced by Russian students. (Source: own research, December 2019)

Block 5. The fifth major question-How do you feel about your self-competence after completing your studies?

A) Most Chinese students do not know their self-competences (44%) or think it depends on the situation (34%). (Fig. 9)

B) At the same time, Russian students appear more confident and they feel they can find a right job on their self-competences (58%). (Fig. 10)

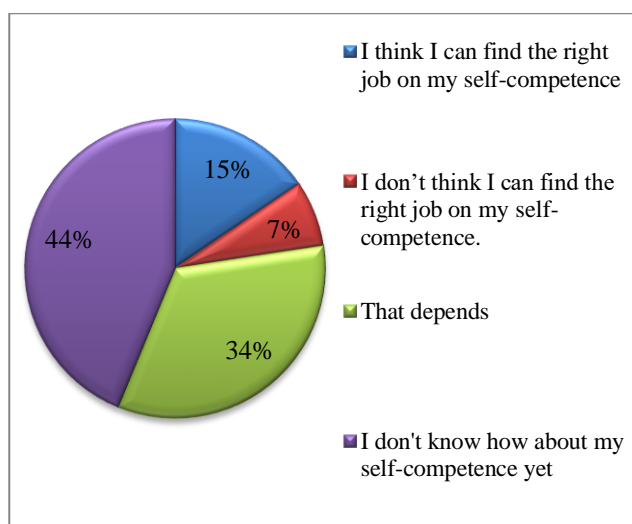


Fig. 9. The feelings about self-competence by Chinese students. (Source: own research, December 2019)

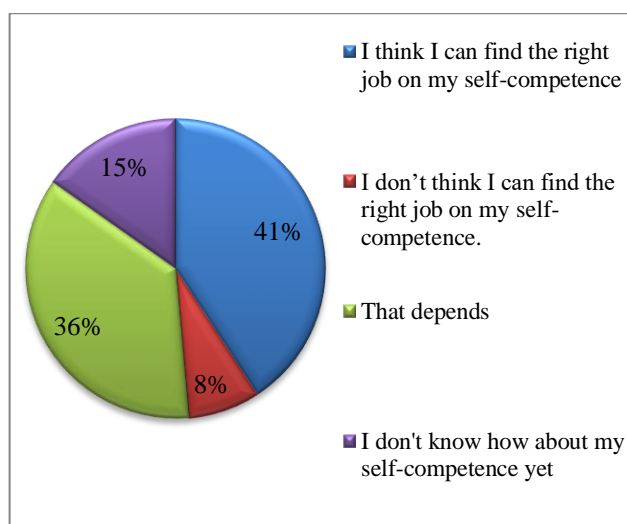


Fig. 10. The feelings about self-competence by Russian students. (Source: own research, December 2019)

Block 6. The sixth major question-What are the main advantages of non-traditional education methods (online courses)?

A) Most Chinese students cited the advantages as mainly more flexible and convenient study locations (66%). (Fig. 11)

B) At the same time, Russian students perceive the advantage to be focused on self-manage time (58%). (Fig. 12)

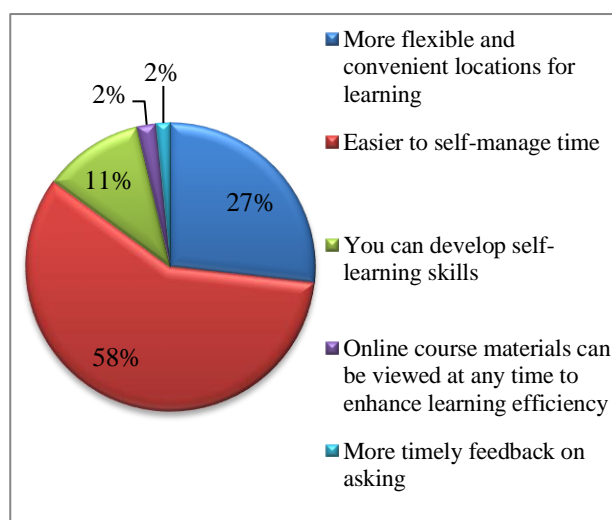


Fig. 11. The main advantage for Chinese students (Source: own research, October 2020)

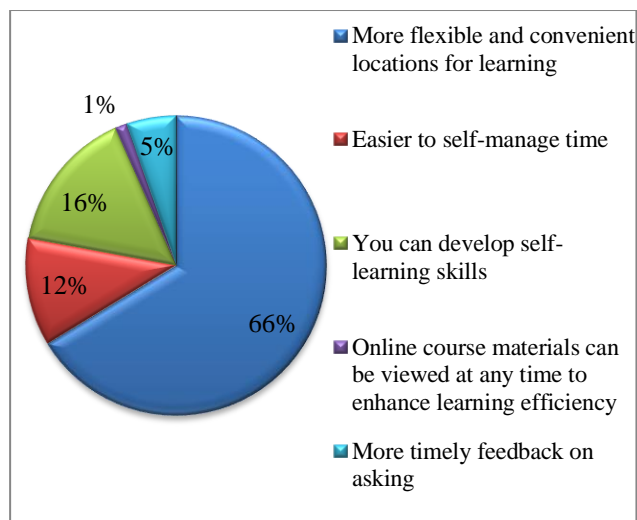


Fig. 12. The main advantage for Russian students (Source: own research, October 2020)

Block 7. The seventh major question-What are the main disadvantages of non-traditional education methods (online courses)?

A) Most Chinese students believe that online courses will lead to a decrease in the quality of teaching, thus making learning more difficult (45%). (Fig. 13)

B) Most Russian students found it difficult to stay focused on the teacher for long periods of time (36%). (Fig. 14)

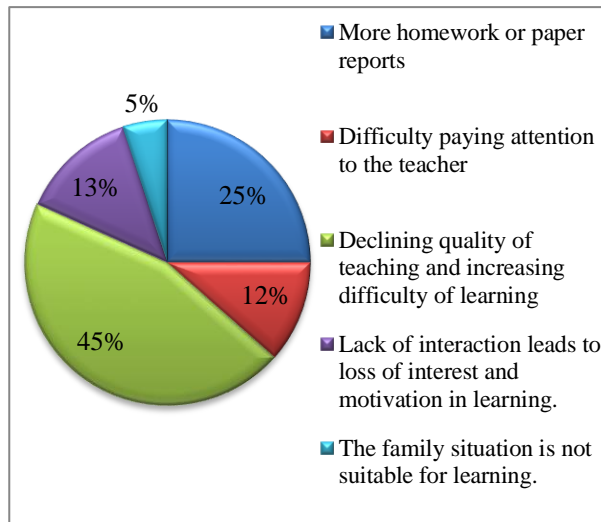


Fig. 13. The main disadvantage for Chinese students (Source: own research, October 2020)

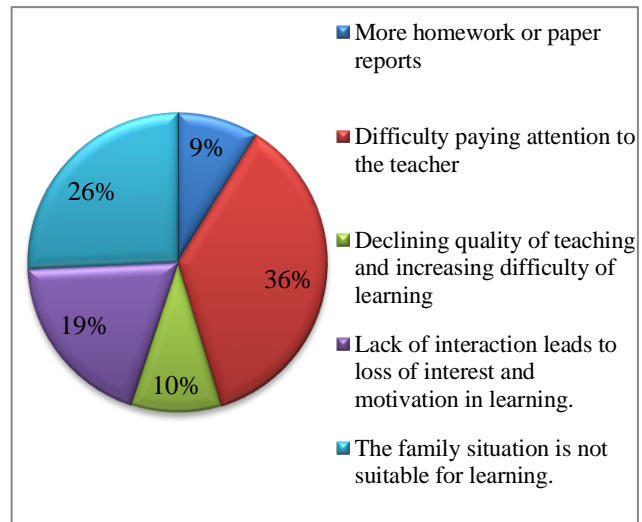


Fig. 14. The main disadvantage for Russian students. (Source: own research, October 2020)

Discussion and Conclusion

The level of development of the motivational sphere of the student depends on ways, conditions and means of school training, understanding of own sense of the doctrine, the subject and reflexive relation to training, subject activity and the subject relation. After the research we can conclude that the Chinese and Russian students have different kind of perspectives related to education and they need different types of motivation. So, at first stage we see that the primary motivation of large number of Chinese students is that they believe that they are studying hard to pass an exam, while Russian students believe that they have studying hard just to get a good job. And at the second stage we see that the greatest anxiety of Chinese student is that whether they will get the diploma or not, and at the same time, Russian students are concerned about the high cost of education. At third stage we see that the primary learning assessment indicator for Chinese students is test scores and at the same time, Russian students choose a wide variety of indicators like results in examination, attendance and performance in the classroom, homework and paper reports and rate of personal progress. At the fourth stage we see that the Chinese students experience more of a spoon-fed education (indoctrination education), while Russian students experience more of a general education. At the fifth stage we can see that Russian students are more confident in their self-competences. At the sixth stage we see that most Chinese students cited the advantages as mainly more flexible and convenient study locations, Russian students perceive the advantage to be

focused on self-manage time. And at the seventh stage we see that most Chinese students believe that online courses will lead to a decrease in the quality of teaching, which makes learning more difficult, while most Russian students found it difficult to stay focused on the teacher for long periods of time. So, we can see that Russian and Chinese students have different types of motivation. The motivation of Chinese students is much more dominated by external motivation.

Russian language education is a major problem for Chinese students, as a result of their lack of knowledge of the Russian language. And until this problem is solved, it is difficult to activate independent thinking, creativity, search activity, practical orientation of Chinese students, as all this implies a more interactive interaction between the teacher and students, between Russian-speaking students and students from China. If there are serious language problems, this will only lead to a lot of time spent, dissatisfaction of Russian-speaking students with the slow pace of mastering the material, and the accumulation of stress among all participants in the educational process. However, due to the orientation of Chinese students to memorize the material, follow the samples, study the theoretical foundations, it makes sense to give the material to Chinese students in a more structured way, explain the criteria for completing tasks, and provide clear guidelines for completing and completing tasks, methodological and educational literature.

Due to the great concern about the possibility of employment in the specialty of Russian students, it is necessary to increase efforts to implement practice-oriented projects for enterprises with the participation of students, focus on the labor market, establish contacts with employers, strengthen the integration of graduates into the professional HR community, and organize job fairs. To reduce the financial burden of paying for education for Russian students, it may make sense to develop a more flexible system of payment for tuition, depending on academic performance.

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УДК 31.7

ИССЛЕДОВАНИЕ ОСОБЕННОСТЕЙ УЧЕБНОЙ МОТИВАЦИИ СТУДЕНТОВ РОССИИ И КИТАЯ В УСЛОВИЯХ РОСТА ОБЪЕМОВ ОНЛАЙН-ОБУЧЕНИЯ: КЕЙС УРФУ ИМЕНИ ПЕРВОГО ПРЕЗИДЕНТА РОССИИ Б.Н.ЕЛЬЦИНА

Лю Ю. (Китай), Риту (Индия), Потапов О.А. (Россия)

Аннотация: Интернационализация образования, его глобализация с помощью цифровых технологий требуют учета национальных особенностей и менталитета учащихся. Работа посвящена выявлению особенностей и различий в образовательной мотивации студентов из Китая и России, обучающихся в Уральском федеральном университете, которые связаны, в том числе, и с различиями в образовательных подходах двух стран. Изучается также отношение студентов к технологиям дистанционного онлайн-обучения, вес которых значительно возрос в связи с пандемией COVID-19. На основе выявленных закономерностей даны рекомендации по организации образовательного процесса.

Ключевые слова и словосочетания: образовательная мотивация, национальное образование; социальные исследования; онлайн-обучение.

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THE INFLUENCE OF QUALITY OF WORK LIFE AND ORGANIZATIONAL CULTURE ON EMPLOYEE PERFORMANCE WITH JOB SATISFACTION AS AN INTERVENING VARIABLE

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Abstract. The research purpose were to understand the influence of the quality of work life (QWL) and organizational culture (OC) toward employee performance (EP) and job satisfaction (JS), to understand the influence of job satisfaction to employee performance, to understand indirect influence of quality of work life to employee performance through job satisfaction, to understand indirect influence of organizational culture to employee performance through job satisfaction, to understand which is bigger between indirect effect and direct effect from QWL and OC towards EP which mediated by JS. This research was quantitative and use questionnaire as data collection method. The populations were 65 employees. The samples were 65 employees. The sampling technique using the census method. Analysis techniques methods was used in this research, including t test, F test, simple and multiple regression analysis, and path analysis. The study found that the QWL and OC had a significant and positive influence EP and JS. JS also had significant and positive influence toward EP. The indirect influence of QWL toward EP through JS was greater than direct effect. And indirect influence of OC toward EP through JS was greater effect than direct influence.

Keywords and phrases: employee performance, job satisfaction, organizational culture, quality of work life

JEL code: M 15