

problem. It is characteristic that in some non-musical works, differentiation by the level of training also constitutes a typological feature.

The main pedagogical conditions for the optimal implementation of an individually differentiated approach in special musical training of a future music teacher in a piano class are:

- implementation of typological differentiation of students depending on the level of their pre-university training (training);
- creation in the course of training a predictive model of the student's musical and performing development;
- stimulating the motivation of skills, taking into account the results of its diagnosis;
- building the learning process based on dialogical communication between the teacher and the student, based on the use of creative teaching methods;
- the optimal combination of various forms of individual and collective-group activities of students: special courses, individual and individual-group lessons in the classroom with a teacher, various types of playing music: playing in an ensemble, sketching works, sight reading, listening, etc.

УДК 378.4.014.6

**METHODOLOGY OF VALUE-MOTIVATIONAL  
QUALITY MANAGEMENT OF EDUCATION AT THE  
UNIVERSITY (ON THE EXAMPLE OF FACULTY OF  
ENGINEERING AND EDUCATION)**

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Under the new situation of globalization, students' thinking has been impacted in many ways, and changes that cannot be ignored have taken place. The motivational theory proposed by manage-

ment psychology should be fully understood and introduced by the school to the daily management of students, so that the management of higher education is more in line with the needs of modern people, especially the needs of modern college students. The fact is that after entering the university, a considerable number of students lost their fighting spirit and goals, wasted their time in the university, wasting the best time in life. Therefore, it is very necessary for college students to re-establish the goal of life struggle through value-motivation, which is conducive to the growth of college students. With the development of economy and society, value-motivation is widely exploit, and it has been applied to all kinds of fields. In general, the value-motivation is defined as it is an incentive method to guide the educated to establish correct life values through education, improve their enthusiasm for work, and make more contributions to the society. There have been papers showing that value-motivation is play an important role in daily life, it is also widely used in the management of university students. For example, *Dmytro V. Zhelanov* who lead others and wrote an article to confirm the truth of value-motivational component of a healthy lifestyle of modern university students.

The value-motivational quality management is classified to Psychology field, which attracts contemporary research scholars and practical psychologists and practical psychologists who study the development of personal qualities and the characteristics of value-motivation in groups with different levels of performance. At present, psychologists are very interested in quality management of value-motivation in the University because the performance and development of personal potential are determined by value and motivation [1]. Incentives are mainly to influence and grasp what people need, and then influence people's behaviors and activities to make them more motivated. The role of incentives in management production is mostly based on people's behavioral motivations to improve their learning or work creativity and enthusiasm.

The current relatively complete and mature value-motivational theories include the following [2]:

1. *Reinforcement theory*. Reinforcement theory believes that if a person receives a stimulus that is beneficial to him, then this behavior will increase, otherwise the corresponding behavior will decrease.

2. *Fairness theory*. The fairness theory refers to the fact that people care about the rewards and the relationship between the rewards and other acquisitions after completing the actual hard work.

3. *Expectation theory*. When people finish something, they need an expected purpose to motivate them to achieve.

Therefore, value-motivation is very necessary in university education in order to achieve the level of self-realization. For the sake of increase, the frequency of the value-motivation used in university education, the following methods can be used as a reference:

1. Fully implement motivation through the guidance of idealities and beliefs. Although idealities and beliefs are just an idea, there are countless cases in human history that can prove that idealities and beliefs play an important role in human activities. They can inspire people to break through themselves.

2. Guide through reasonable goals. Sometimes it's not that students don't want to be a better person, but that the goals they set themselves are too abstract to be implemented. Reasonable goals can guide people in school to reach them step by step.

3. Emotional communication and emotional sublimation. Strong commands are not easy to be understood by others, but resonating through emotional communication is likely for people to accept.

4. Set an example. The power of role models is infinite. A good example attracts us to continue to pursue in order to achieve the same level. Universities should implement incentives through the power of role models.

5. Appropriate rewards and punishments. Reward can bring people positive reinforcement, and punishment can bring people negative reinforcement. Positive reinforcement can encourage students to bring positive effects and make students tend to repetitive-

ly reinforce the object, while negative reinforcement is just the opposite, prohibiting the incident from happening again.

Although the above theories can bring us convenience, they also need to be changed according to the actual situation in the application. In the School of Engineering and Education, in order to make the value motivational method play its due role in real life, college administrators should consider the following aspects:

1. The combination of external incentives and internal incentives. Internal motivation is the sum of the motivation of a certain job and the motivation of completing the task, that is, the influence of interest, hobby, achievement, etc. on people's behavior. External incentives refer to incentives that are triggered by external remuneration and not directly related to the work task itself. Merely using a certain incentive method is not long enough. Combining the two methods can achieve the greatest effect.

2. Managers must implement the principle of equal emphasis on negative incentives and positive incentives. Positive motivation specifically refers to the positive motivation art of affirming, acknowledging, praising, rewarding, and trusting the object of motivation. Pure positive incentives or pure negative incentives are definitely not good results, so we need correct behaviors to be reinforced with positive incentives, and wrong behaviors can only be avoided with negative incentives.

3. The method of combining individual motivation and group motivation is also indispensable. No one in the world is a single individual, and everyone is in a certain social relationship. Putting students in the position of a group can use the influence of the group on the individual to amplify the effect and persistence of motivation.

Through these measures, all students can develop better behaviors and the school can have a better learning atmosphere [3].

The application of motivation theory can allow students to form positive inner feelings, fully mobilize their sense of autonomy and master values, in finally, working hard to realize self-worth and

realize social value on this basis. All in all, in the work of student management and education management, it is necessary to make more appropriate management of college students based on the development of the times and changes in students' thinking. Combining the ideas and methods of value-motivation, instead of simply focusing on the ideas of value-motivation or the methodology of it, can university teaching be more meaningful in reality.

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УДК 378.147

## **ЭЛЕКТРОННЫЙ УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС КАК СРЕДСТВО ОБУЧЕНИЯ В СИСТЕМЕ НЕПРЕРЫВНОГО ОБРАЗОВАНИЯ**

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Процесс непрерывного образования сейчас рассматривается как обязательное условие развитие человека не только как специалиста на конкретном рабочем месте, а как средство все-стороннего роста личности, его кругозора и мировоззрения.