Motivation of Trainee Teachers for Social Work in Secondary School: Experimental Research for FL Teacher Trainees in Kazakhstan

Viktoriya Valerievna Bezhina
Foreign Languges Department
Kostanay State Pedagogical
University after U. Sultangazin
Kostanay, Kazakhstan

Olga Dmitrievna Podavets
Foreign Languges Department
Kostanay State Pedagogical
University after U. Sultangazin
Kostanay, Kazakhstan

Oksana Valerievna Gerok-Erzhanova
Foreign Languges Department
Kostanay State Pedagogical
University after U. Sultangazin
Kostanay, Kazakhstan

Madina Igazasovna Idrissova
Foreign Languges Department
Kostanay State Pedagogical
University after U. Sultangazin
Kostanay, Kazakhstan

Olga Vasilievna Lopatina
Foreign Languges Department
Kostanay State Pedagogical
University after U. Sultangazin
Kostanay, Kazakhstan

Abstract—**Ensuring that teachers are well prepared for their work and are motivated in their employment affects their ability to practice effectively in the workplace. This paper critically explores the thoughts, perceptions and behaviors of foreign language trainee teachers in Kostanay, Kazakhstan, considering the impact of their undergraduate course and practice in forming intrinsic motives to organize the social work in school. Research findings highlight the effectiveness of the four year stages of the program when applied to the motivational sphere of the FL trainee teacher for social work, resulting in noticeable increases in the willingness and intrinsic motivation of trainee teachers for co-planning of social work in school. A co-operative learning model is proposed as a way of exploring the motivational sphere of the FL trainee teachers in Kazakhstan.**

Keywords—motivation, teacher trainee, foreign language, social work, cooperative learning

I. INTRODUCTION

The role of the teacher in education today requires not only "the transmission of functional pieces of information, but also the socialization and effective assistance of their pupils" (The Law on Education in Kazakhstan) [1]. The pre-service motivation of students in teacher training institutions plays an important role in 'self' identification, especially when one considers their 'goals, hopes, and fears, personality traits, values, beliefs, and norms, interaction styles, time horizons, etc.' [5]. This paper critically explores the role of motivational sphere in pre-service training of trainee teachers for social work in secondary schools of Kazakhstan.

The topic on motivation has been studied from various angles – as social-emotional competences [3], anxiety scale as a part of motivation [4].

We support the following general definition of motivation as proposed by Wiegerova [8]: 'motivation for doing something is commonly referred to as a set of internal and external factors that influence one's decisions or behaviors'. With this in mind, we recognize that motivation for social work in schools must be studied from various perspectives [6,7].

II. HYPOTHESIS

In our research we would like to state the following hypothesis that is closely connected with the thinking of Vannini [7] that 'as far as the motivation connected to the wish to follow a profession with an important social function is concerned … the university curriculum may have a positive influence'. In our opinion, the correlation between pre-service motivation of students for social work in school and participation of students in the social life of higher educational institutions (HEI) must be based on a partible and flexibly chosen set of methods, forms and means of teacher training programs including social-emotional learning (SEL). As reported in recent research, SEL 'aimed at promoting students' social and emotional competencies (e.g., responsible decision making, social awareness)' [2].

The implementation of SEL in HEI which is based on delivering teacher training is justified by the reasons of making students active participants in the learning process [6] and formally involving them in the real social environment of various social institutions (examples of which include clubs, sections and organizations) when engaged in their pre-service training.

The focus on motivation in this research lies in an attempt to stimulate trainee teachers into being intrinsically intended and ready for co-planning, co-organizing and co-

Corresponding Author: Viktoriya Valerievna Bezhina, Foreign Languges Department, Kostanay State Pedagogical University after U. Sultangazin, Kostanay, Kazakhstan.

managing the social work in schools in Kazakhstan due to the existing gap between the motives for social work and skills needed for realizing it.

The motivational sphere of teacher trainees in the field of social work includes:

1) Interests and value-oriented attitude to social work(e.g. readiness to assist others in need, treating the person as the highest value);

2) Intrinsic positive motives to co-realization of social work (a drive to establish equal relations with all the participants of the social work, motives coming from real interest and need in bringing up pupils, comprehension of the necessity and usefulness of the social work at school);

3) Mindset to co-planning, organizing and realizing of social work at school (a wish to become a teacher, controlling over all cognitive processes for harmonious implementation of the social work, understanding the importance of the impact of all participants of the social work).

III. METHODOLOGY

The problem in motivation of teacher trainees for social work in schools has always been relevant since Kazakhstan got its independence. Recent research illustrates the existing issue concerning the low level of motivation of graduates for working in school and performing the social work, as well. Thus, the statistics demonstrates the low number of students working in schools of Kazakhstan even if the number of graduates in teacher training institutions is rising (according to the Ministry of Education and Science of the Republic of Kazakhstan, there were 38, 274 teachers in 2016, 45,298 – in 2017, 275,655 – in 2018). Still there is a necessity for teaching staff nowadays in various regions of Kazakhstan. Consequently, as the given research focuses on the Northern Region of Kazakhstan (Kostanay region) the number of working teachers in Kostanay region was 14,539 for 2016. Still there is a need in teaching staff at schools (more than 40 teachers are in need) (Akimat of Kostanay region). In our research we study the role of motivation for social work in school as one of the factors influencing the lack of teachers and their low willingness for performing pedagogical work in schools of Kazakhstan.

To explore the idea of motivation for social work in school being the factor that negatively/positively influences the process of teaching in school we carried out a poll among teachers of Foreign languages in Kostanay and Kostanay region (Group A - 382 people) and students of Kostanay state pedagogical institute, Faculty of Foreign Languages (Group B - 385 people (1-4th year students). A questionnaire included the following points:

1. What aspect of pedagogical work do you consider to be the most complicated to plan or organize: teaching work or social work? (for both groups of respondents)

2. What do you mean by 'social work'? (for both groups of respondents)

3. Was the knowledge in the sphere of social work gained in the HEI enough for successful work in school? (for group A)

4. Was your motivation for social work in school formed before (in the HEI) your real professional activity? (for group A)

5. Would you like to work in school after graduation? (for group B)

6. Would you like to carry out social events with the pupils in school? (for group B)

7. Do you like planning and organizing the social work in school? (for group A)

TABLE I.   DIAGNOSING THE MOTIVATIONAL SPHERE OF FL FUTURE TEACHERS

Content	Criteria	Basic methods for measurement
Interests and value-oriented attitude to social work	Formed interest and subjectivation of values for social work in school	Essay based method
Intrinsic positive motives to co-realization of social work	Formed stable positive motives, flexibility and participative character of co-realization of social work in school	Observation, diagnosing the communicative tolerance by Boiko
Mindset to co-planning, organizing and realizing of social work in school	Formed mindsetand leading type of motivation to co-planning, organizing and realizing of social work in school	Studying of the leading type of motivation for pedagogical activity (Akimov, Morozov, Smyatskikh)

The results gained are the following:

a) Both groups of respondents consider social work to be complicated to plan or organize (70% of group A and 62% - group B);

b) 80% of respondents answered positively (the knowledge of social work gained was enough in HEI);

c) 42% of respondents had their motivation formed before their real professional activity;

d) 71% of respondents would like to work in school after graduation;

e) 42% of respondents would like to carry out the social work in school;

f) 55% of respondents enjoy organizing social work in school.

Judging by the results we come to the stated below conclusions:

- In spite of the fact that students gain enough knowledge in the sphere of social work, their motivation for performing it is rather low (42% out of 100%);

- The social work is considered to be complicated due to its flexibility and ambiguity;

- Motivation for social work gradually rises up to the moment of actual professional activity in school but still is very low (55% out of 100%).

Consequently, in the given research we present the role of motivation for social work in school and the basic methods used for increasing it within the University Curriculum. The experiment was carried out at the Kostanay State Pedagogical Institute between 2015 and 2019 (four years stages of the research). The number of participants includes 385 trainee teachers of the specialty "Foreign language: two foreign languages" (all the students of the 2015 enrollment year), the experimental group (EG) includes 25 teacher trainees and 75 teacher trainees in control groups (CG) 1-3 (1st year students in 2015 enrollment year).

IV. RESULTS

The choice of methods for measurement is based on the following aspects:

- Essay based method demonstrates the core feedback from the side of the trainee teachers as 'an interactive two-way communication tool between tutors and students' [9] that illustrates their motives for social work in school in the progress (essay based method was applied twice: on the first stage of the experiment and on the last one);

- Diagnosing the communicative tolerance by Boiko (2003) was used for statistical measurement of the levels of the readiness for joint activity (co-planning and co-organising of social work in school);

- Studying of the leading type of motivation for pedagogical activity demonstrated the predominant type of motives of trainee teachers (intrinsic/extrinsic, positive/negative) for social work in school.

According to the stated above criteria and methods of measurement we define the following three levels (reproductive, semi-productive and creative/productive) of forming motivational sphere of FL trainee teachers for social work in school (see Table 2).

The choice of these levels is based on research in the field of level-based approach [10] and justified by the following: 1) the elements of the levels must be in progress; 2) the level must be step-by-step advance in comparison with the previous ones; 3) all the levels must be perfecting simultaneously.

The research findings concern the following:

1. The correlation between motivation types and levels of motivational sphere is reverse – intrinsic motives to perform the social work at school are dominant in creative level, while extrinsic motives are the domains of reproductive level;

2. Interest to perform social work at school is the characteristics of high level of forming motivational sphere

of FL teacher trainees for social work in school.

TABLE II. CHARACTERISTICS OF THE LEVELS OF FORMING MOTIVATIONAL SPHERE OF FL TRAINEE TEACHERS FOR SOCIAL WORK IN SCHOOL

Levels	Content
Reproductive	Motives for implementation of social work are poorly expressed or absent; the interest in co-planning and co-organizing of social work is poorly expressed or absent; mindset on social work is absent
Semi-productive	There is a steady positive extrinsic motive for implementation of social work in school; the interest in co-planning and co-organizing of social work is present but not stable; mindset on social work is not formed but unstable
Creative/productive	Motives for social work are shifted on the purpose (shift of motive on the purpose); there is a stable interest in co-planning and co-organizing of social work; belief about the importance of education is realized; an orientation on social work and mindset are formed

V. CONCLUSION

Having analyzed the status quo of the situation on motivation of trainee teachers for social work in Kostanay, the following doubtful aspects have been left behind:

1. The correlation between the dominant type of motives (positive/negative and extrinsic/intrinsic) and skills to perform the social work at school;

2. The influence of collective on forming of the motivation and motives shift in the process of realizing social work at school;

3. The role of pedagogical disciplines in forming of motivational sphere of trainee teachers for social work at schools.

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