

Motivation of increasing of teachers' qualification

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Abstract—This article is devoted to the study of motivation to improve skills among teachers of higher education and educational organizations. The results of empirical research allow us to formulate specific features of teachers' motivation in organizations of different levels of education. Higher school teachers have more manifest ability to self-development. The leading motive for professional development and professional growth of University teachers is self-affirmation, school teachers are aware of the social importance of their profession.

Keywords—*motivation, professional development, professional activity of teachers*

I. INTRODUCTION

In modern conditions, the professional activity of the teacher has obvious informational character, it has a high level of psychological complexity, requires constant self-development. The introduction of GEF into the educational environment, discussion and implementation of the program "Modernization of teacher education in the Russian Federation" significantly complicates professional activities and places high demands on teachers of General education institutions and teachers of higher professional teacher education. Such a professional context of teachers' activity at all levels of education leads to the need for the manifestation of over-situation activity, high motivation, interest, readiness for the optimal use of their own psychological resources. So, the study of psychological factors of successful professional development of teachers is becoming particularly relevant and practical importance.

As the research data show, it is the content and nature of motivational motives and their hierarchy that determines the effectiveness of individual trajectories of professional development, their study is of particular importance [3].

It should also be noted that in modern psychological science insufficient comparative studies of professional motivation of teachers of higher education and educational organizations were made in the context of the specific content of the conditions where their professional activities are. Consequently, the organization of work aimed at improving the skills of teachers can and should be built in different ways.

The sample of our study was 103 teachers working in organizations of secondary complete (51 people) and higher professional education (52 people). All teachers and lecturers who took part in the study are full-time employees of the state educational organizations of Vologda and the Vologda region. 45 men and 58 women were interviewed, the average age of the subjects was 48.5 years, and the average length of service in the specialty was 23.4 years.

II. METHODS

The motivational sphere of professional activity includes such components as professional intentions and motives, claims and expectations, value orientations and meanings, professional attitudes, interests, psychological readiness for pedagogical activity, job satisfaction. It is important to note that all these components are in the process of vocational education and training and at different stages of profессиogenesis [2].

Romanian sociologist K. Zamfir (1982) divides the motives of professional activity into internal and external. Internal motives are generated by social usefulness of activity, satisfaction which brings work thanks to creativity, participation in the organization and management, participation in Affairs of teacher's collective, communication with people, achievement of high results in a profession, self-development, higher level of knowledge in a specialty, etc. External motives, in turn, represent motives which are outside work as that. They include external positive motivation (the desire for material prosperity, career growth and success, approval of their actions by others), and external negative motivation (it is associated with a system of penalties, fines, disciplinary sanctions and other ineffective effects on a person in contrast to the creative and constructive nature of internal motivation). External negative motivation limits the professional development of the individual and negates its internal needs and interests. External positive motivation is effective only temporarily, and enough incentives to disappear or "average" as its impact weakens.

For successful professional development of teachers, it is necessary to rely on professional motivation. First of all, a person should be personally included in the content of educational activities. This will be possible if he sees his specific professional problems in educational situations. An adult should make sure from his own experience that theoretical concepts can be quite useful in solving specific professional problems. A specific feature of the system of professional development is that adults are included in it as students.

The following provisions were formulated, which became the basis for the modern theory of adult education: adults should have the needs and interest in learning; adults in the learning process come from their own life interests; adults have a certain life experience, which is a strong source of learning, which should be the basis of teaching; a distinctive feature of adults is independence, so the teacher should build the learning process as a joint study; individual characteristics of a person with age are enhanced.

Changes in the system of national higher education in the last decade have led to the actualization of a wide range of operational, tactical and strategic professional tasks of the University teacher. This could not but affect the number of

his professional and personal problems. As the mass educational practice shows, the teacher is not always able to solve it independently [3].

The practice of the absence of fundamental pedagogical training of a higher education teacher in the country has led to the fact that, despite the high competence in any disciplinary field of knowledge, the teacher is often an Amateur in assessing various aspects of the subject of his work. The fact that he masters the space of higher education for several years as a student, and then enters it (without the required training) as a sphere of his work, determines the scale of everyday clichés, myths, Philistine stereotypes that are taken by him for knowledge of his profession. Moreover, there is a strong sense of self-awareness about the essence of the pedagogical process naturally causes determination in his arguments and assessments.

That is why it is often necessary to observe that the teacher, thinking about the new quality of higher education, is engaged mainly in a critical assessment of correctness (significance, necessity and so on.) new Federal state educational standards, their competence base, two-level higher education, rating system of evaluation of educational achievements, new accreditation indicators of the quality of educational activities of the University, etc. The intensity of innovations of different types and levels in domestic higher education only exacerbates misunderstanding, increasing irritation and dissatisfaction. At the same time, the very nature of the requirements for a new quality of higher education remains beyond comprehension [1].

III. RESULTS

The study among teachers of secondary educational organizations and teachers of higher education showed the following results. Analysis of the personal meaning of professional development of teachers shows that the main motives in this area is the growth of professional competence - 60.1%, professional self-development - 59.2%, communicative need -30%, career aspirations - 21.7%, the need to maintain a positive self-esteem - 11.2%, passing certification or competition - 10%. At the same time, it is noteworthy that teachers have a pronounced negative emotional attitude to professional development (9%), which can be regarded as a factor hindering the process of professional self-development.

The semantic content of motivation for advanced training is somewhat different among teachers of higher and secondary schools: teachers of educational organizations, unlike their colleagues from Universities, are more likely to consider advanced training as a means to improve their own position on the career ladder and as a way to meet the needs for communication and affiliation.

The analysis of the average indicators of the teacher's ability to self-development showed that higher school teachers demonstrate a higher level of desire for self-development, but these data exist at the level of trends, without crossing the threshold of statistical reliability.

For a better understanding of the peculiarities of the manifestation of the desire of teachers to self-development, we carried out the analysis of the frequencies of occurrence of high, medium and low level of development of abilities for self-development among teachers of middle and high school. First of all, we note that the analysis confirms the above-

described tendency to a higher degree of self-development ability of higher school teachers.

The analysis of professional motivation was studied by us using the method "Motivation of professional activity" K. Zamfir in modification of A. A. Rean. Let us remind that K. Zamfir distinguishes three groups of motives in motivation of professional activity, including pedagogical one: internal, external positive and external negative.

It should be noted that both school teachers and teachers of higher professional education have internal motives for professional activity. This is the most favorable option of professional motivation, both in terms of efficiency and in terms of professional readiness for self-development and self-improvement. Thus, we can draw a conclusion about the formation of the interviewed teachers' motivational core to improve their own skills.

At the same time, there are certain differences in the structure of professional motives of teachers of educational organizations and teachers of higher education.

The analysis of the results suggests a significantly higher level of external negative motivation among University teachers compared to their colleagues from secondary educational institutions. In our opinion, this may be a reflection of the problems of modernization facing the modern system of higher education, the General feeling of social insecurity, which affects many teachers of higher education, the strengthening of the requirements for the teaching staff.

The substantive aspect of motivation of professional activity of teachers were studied by us with the help of "the Questionnaire for the study of the leading motives of professional activity" by L. A. Vereshagina, the scale of which include the motives of their own labor, the motives of social significance of labor, the motives of self-affirmation in the work, motives of professional skills.

It can be noted that the most pronounced component of professional motivation of teachers is the motivation of social significance. Thus, teachers are well aware of the social importance of their profession, strive for coordinated work in a team, demanding in joint activities in order to achieve socially significant results.

The second is the motive of self-affirmation, that is, teachers are focused on the full identification and use of their own personal opportunities in the process of professional activity.

The third most important is the motivation of their own work. The motives of this group are characterized by the rational use of working time for specific tasks, observance of labor discipline, enthusiasm for the process of work and its results.

Finally, the lowest rates in both samples were found in the motives of professional skills, which reflect the desire to apply knowledge to improve the quality of work and obtain additional professional knowledge, skills and abilities. In our opinion, this motive has the closest connection with the process of professional development of teachers, so its relatively low severity may indicate the presence of certain problems in the formation of motivational readiness for the development of their own competence in teaching.

One of the tasks of our empirical research was to study the self-actualization trends of teachers of higher education and General Education organizations, because, as the analysis of scientific literature shows, this component of the

motivational potential of the individual is directly related to the motivation of professional and personal growth, self-development, ie, training in the broadest sense.

Self-actualization was studied using the questionnaire "the Index of self-actualization" (Jones and Crandall, 1986). The obtained empirical indicators in two samples are presented in fig. 1. The data suggest that teachers of higher education institutions tend to demonstrate a slightly higher level of self-actualization than their colleagues from General education institutions, but these differences exist at the level of trends that do not reach the level of statistical significance.

Also noteworthy is the fact that both in the sample of teachers and in the sample of teachers the tendency to self-actualization is expressed at the average level, not reaching high values. In our opinion, this may be due to the fact that, in the opinion of scientists involved in the problems of self-actualization, its achievement is often associated with a departure from social norms, while the profession of a teacher assumes, in accordance with public expectations, a fairly clear adherence to these norms.

At the end of the study, we conducted a correlation analysis of the components of the motivational potential of teachers and educational organizations and institutions of higher education that are of greatest importance from the point of view of motivation of professional development, with such socio-demographic characteristics like their age and work experience.

The data obtained allow us to say that with the increase in age and professional experience of school teachers, such indicators as the ability to self-development, the motives of professional skill, and the severity of self-actualization decrease. In our opinion, this may be a reflection of such common phenomena as professional deformation of teachers and professional burnout, which are quite common, as studies show. Also, it can say that it becomes very difficult to motivate teachers of educational organizations of the advanced age with the maximum length of service on improvement of own qualification and professional competence in General.

We can see that in the second period of maturity, as the working specialist approaches the retirement age, there is a marked decrease in the involvement of the teacher in the profession, it becomes understandable that the complexity of persuasion of the need for continuous training and maintenance of professional status.

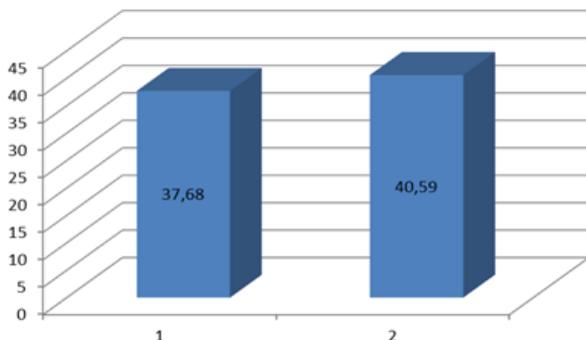


Fig. 1. Self-actualization indexes among teachers of general educational organizations and higher education.

However, indicators of age and experience are not related to such an indicator as internal professional motivation.

Perhaps it is this component of professional motivation it is necessary to pay special attention to when building a research-based professional development programs, especially for teachers of the older generation.

Similar to the above-described relationship can be detected on a sample of teachers of institutions of higher education: with age and experience reduced ability to self-development and motivation of professional skills that allows assuming that older and more experienced teachers are losing interest in improving your own skills. At the same time, the positive correlation between experience and age, on the one hand, and the need for self-actualization, internal professional motivation and the ability to self-development on the other, allow us to consider these phenomena as resources for the formation of a more pronounced motivation to improve professional competence of older teachers with more experience and experience.

IV. DISCUSSION

In general, it should be noted that teachers of General education organizations, unlike their colleagues from higher education organizations, are more likely to consider professional development as a means to improve their own position on the career ladder and as a way to meet the needs for communication and affiliation.

The study of the structure of professional motivation of teachers has shown that both teachers and teachers of higher education leading motives of professional activity are internal. Thus, we can talk about the formation of the interviewed teachers' motivational core to improve their own skills. At the same time, the study found a higher level of external negative motivation among teachers of higher education institutions compared to their colleagues from General education organizations. In our view, this may be a reflection of the problems facing the higher education system today, the presence of which leads to a sense of social insecurity among teachers.

The obtained data can be used in the preparation of science-based training programs for teachers of higher education and educational organizations, taking into account the specifics of motivation.

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