



MOTIVATION OF PROFESSIONAL ACTIVITIES OF TEACHERS

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Abstract. Only those who have a high level of motivational readiness, who want to satisfy their aspirations in it, when the implemented activity is significant for the individual and will satisfy their interests and needs, can become masters in their professional teaching activity. Thus, it can be stated that the level of professional mastery directly depends on the formation of internal motivation for the activity.

Keywords: professional and pedagogical activity, professional development of a teacher, motivation of professional and pedagogical activity, motivation of professional development of a teacher.

Introduction

The basis of the teacher's activity is a variety of motives that will predetermine its direction and determine the professional success of the individual and the overall effectiveness of the educational process. The teacher's activity is carried out through the implementation of not one, but many motives. First of all, these are external and internal motivation. If the teacher is interested in his professional activity, when it gives him pleasure, and he strives to realize himself only in this area, then it is natural to assert that the teacher has internal motivation. In the case when the activity is guided by motives of career growth, salary, attractiveness, etc., we are talking about external motivation. Nothing other than internal motivation determines the productivity and high-quality performance of the teacher's professional activity. It should be taken into account that external motives are divided into positive and negative. Positive external motives are more effective and desirable than external negative ones. External motives do not always really correlate with the content of professional activity, its quality, the desire to develop in it. In the course of professional activity of a teacher striving for improvement, standard ideas and attitude towards oneself as a subject of professional activity change. This happens as a result of changes occurring at the level of the motivational-need sphere under the condition of direct involvement in the educational process. Dissatisfaction with the criteria for oneself as a professional entails the possibility of a professional crisis. Under the condition of active development of the operational component of activity, qualitative changes in the personality of the teacher occur, among other things. This significantly affects the readiness of the teacher to be an active participant in relationships in the educational institution. And this, in turn, affects the readiness for professional activity in general and the level of motivation, in particular. At the same time, professional crises help to change the direction of professional development, rethink goal-setting, rebuild professional consciousness. The inability to satisfy the desire to achieve success in professional activity leads to negative consequences in work activity. The reason for this is subjectivity in building relationships in a team with managers, colleagues, students, the inadequacy of the educational psychologist to the professional requirements of the position held, etc.

With a low level of internal motivation, the teacher, on the one hand, is not persistent enough in mastering the methods of conflict-free interaction, various copings of correct professional behavior, on the other hand, it is possible to manifest an intrapersonal conflict against the background of dissatisfaction with their own professional achievements, insufficient understanding of the goals of their activities, lack of initiative.

If the level of satisfaction with professional activity is low, this, of course, affects the effectiveness of the specialist's activities, which is especially critical in terms of consequences in pedagogical activity, because this leads to gaps in education, upbringing, knowledge, students and the formation of all spheres of the

personality [1, p. 138].

Personal interest in the activity performed is, in fact, the motivation for this activity. Motivation, on the one hand, is considered as a system of incentives to actually engage in an activity, and on the other hand, the desire to conscientiously perform this activity. N.V. Panova argues that "professionalism of teachers is a systemic formation consisting of motivation for professional self-improvement of operational, personal resources, among which the block of motivation for professional self-improvement is system-forming in strengthening professionally significant personal qualities" [4, p. 102].

Thus, the actual professional improvement of a teacher is possible only when there is motivation of the teacher himself for professional development, his own understanding and conscious internal desire to develop and improve in the field of chosen professional activity [2, p. 112]. In other words, internal motivation.

Motivation for success, rather than fear of failure, is preferable for achieving high educational quality indicators for both teachers and students. By forming individual elements characteristic of motivation for success in the process of acmeological support for a teacher, it is possible to shift the dominant motivational characteristics in the teaching staff and change the vector of personal and professional development. A.N. Leontiev proved that the source of formation and development of a person's motivational sphere is changes in his/her activity, therefore, the formation of a new motive is simultaneously the emergence of a new activity, and cognitive interest cannot be developed outside of cognitive activity. In the structure of acmeological support for a teacher, it is necessary to provide for his/her gradual involvement in new professionally significant types of activity. The listed incentives for personal and professional development can be directed both at the entire teaching staff and at an individual teacher [1]. Taking into account the individual characteristics of the teacher requires adjustments in the process of their implementation, so a teacher with a high level of achievement motivation will more likely respond to the call to "be the best", and a teacher with a low level of motivation will better understand the requirement to "be like everyone else". The use of effective incentives for motivating the personal and professional development of a teacher gives a double result: it launches the processes of self-improvement of the teacher and helps him master the techniques of motivation, cognitive activity of his students or pupils. Having felt the effectiveness of this or that motivation technique, the teacher will more consciously apply it in his professional activities.

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