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**ВОПРОС МОТИВАЦИИ ПРЕПОДАВАТЕЛЯ В ОБРАЗОВАТЕЛЬНОМ
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Аннотация

В статье рассматривается вопрос мотивации преподавателя в образовательном процессе. Мотивация определяет желание работать. А от желания работать зависит в конечном счете результат образовательной деятельности в целом. Это самое желание вырабатывается у педагогов с помощью определенных внутренних и внешних мотивов, которые могут замотивировать работать должным образом и стремиться своим трудом способствовать достижению целей учебного заведения.

Ключевые слова: мотив, мотивация, активность, эффективная работа, потенциал, преподаватель, образовательный процесс.

THE ISSUE OF TEACHER MOTIVATION IN THE EDUCATIONAL PROCESS**Ekaterina N. Lashina,**

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ABSTRACT

The article examines the issue of teacher motivation in the educational process. Motivation determines the desire to work. And the result of educational activity as a whole ultimately depends on the desire to work. This very desire is developed in teachers with the help of certain internal and external motives that can motivate them to work properly and strive to contribute to the achievement of the goals of the educational institution with their work.

Keywords: motive, motivation, activity, effective work, potential, teacher, educational process.

In the modern educational process, motivational aspects are becoming increasingly important. Motivation of teachers is the main means of ensuring the optimal use of resources, mobilization of the existing human resources. The main goal of the motivation process is to obtain maximum benefit from the use of available labor resources, which allows increasing the overall performance of the university.

Motivation is the process of a person's conscious choice of a particular type of behavior, determined by the complex impact of external (incentives) and internal (motives) factors.

Without employee motivation, normal development of the organization is impossible. Using the most modern and advanced methods of stimulation, and applying motivation theories, it is possible to achieve a significant improvement in the quality of the organization's work [1].

The amount and quality of efforts made by an individual to achieve the set goals depends on the level of motivation caused by the tension or contradiction between the current situation and the situation of the desired future. The efficiency of its implementation and the qualitative features of the course depend on the motive that motivates the activity.

The level of motivation for performing professional activities is influenced by a number of factors, including the system of norms and values accepted by the individual, subjective experience, environmental influences, physiological characteristics, and much more. The formation of individual motives, which are presented in each individual as a formed system of motives, depends on these factors.

The activity of a university teacher, like any other professional activity, has a purposeful nature, determined by various types of motivations that affect the degree of activity of the teacher's personality on the way to achieving the set goal and, consequently, obtaining the desired result.

The strategic institutional goal of the teacher's activity is the training of specialists for the implementation of professional activity in accordance with the needs of the labor market, while the strategic goal at the level of a specific taught discipline is the formation of the necessary competencies in a certain special field of knowledge. At the same time, the incentives for achieving these goals for each teacher are formed on the basis of a subjective reflection of both their own and public needs [2].

The main qualities of a teacher that need to be developed and supported are:

1) high motivational activity of the teacher for effective work (increasing self-educational activity of students and application in practice) and personal professional development for constant and systematic growth of the quality of the educational result, by changing and adding methods and techniques, with the application of which this is possible;

2) the ability of the teacher to instill in students a love for the discipline taught by him – subject-content competence of the teacher;

3) the ability of the teacher to involve students in the educational process, using in work a large number of modern forms and methods of teaching – pedagogical competence of the teacher [3].

Since personality is a holistic, systemic and structured formation, the study of the problem of forming motivation for professional activity of a university teacher requires an approach that involves an analysis of the phenomenon under study, taking into account all the main factors of its determination, manifestations, internal and external relationships [4].

There is internal and external motivation of teachers in their teaching activities.

Internal motives should satisfy significant higher needs of people [5]:

1) the need for belonging, involvement, i.e., the desire to be a full member of the organization, participate in events, work with understanding and friendly people, maintain harmonious relations with colleagues;

2) the need for self-esteem and respect, i.e., the desire to hear praise from the manager, feel respect from colleagues, the desire for formal recognition of merits, to have authority and high status, to receive recognition of one's uniqueness;

3) the need for autonomy, i.e., the desire to be responsible for oneself, to be free from excessive control, to be morally independent;

4) the need for success and achievement, i.e., the desire to do something better than others, to achieve or get closer to a difficult goal, to make a unique contribution, to successfully cope with new responsibilities and to become better.

The basis of the internal motivation of the teacher's work, like that of any specialist, are needs, interests, inclinations, value orientations, goals, etc. In pedagogical activity, the teacher has his own strong internal psychological motivation. One of the main motives of the teacher's pedagogical activity, in spite of everything, is the interest in the taught discipline (science), his passion for science, the desire to learn more deeply, to reveal, systematize the studied phenomena, processes, objects, the desire to involve students in the process of cognition, to direct their cognitive activity in the direction of the studied science. If the teacher manages to interest students in the problems of his science, to involve them in active educational and research activities, to jointly search for a solution to the problem, to receive a positive result and an appropriate assessment of his work from colleagues, the university administration and the students themselves, then the teacher receives internal satisfaction from his scientific and pedagogical activity. In joint creative search and communication with students, the teacher realizes himself as a person, his creative potential, shows his best human qualities; he becomes a true leader among students and colleagues, an authoritative scientist, a role model. With such an organization of the educational process, motivated by a common interest in science, the tasks of teaching, educating and developing students are harmoniously solved [6].

But for a successful work of a teacher, for his desire to work, not only internal motives are important, but also external ones. At present, the job that is considered prestigious is the one where you earn more, but "strain" less. The profession of a teacher is not such. What prestige and attractiveness of such a specialty can we talk about, when a student of a pedagogical university knows in advance that, after graduating from the university, he will need to look for additional income in addition to his main income. Low wages affect the quality of education also because a "poor" teacher loses authority in the eyes of a "rich" student, is associated with a loser, and is an example of the fact that great knowledge is not a guarantee of success [7].

In order to strengthen the material component of the success of the professional activity of a teacher and to fully realize their potential and show a creative approach to work, there are a number of external motivational measures that the university provides.

Among them, the following can be highlighted:

1) a sufficient level of remuneration so as not to force the teacher to look for additional income;

2) incentive surcharges and allowances;

3) coverage of the prestige of the profession, advertising and popularization of its attractiveness for a new influx of personnel (young specialists);

4) a sufficient level of technical equipment of the workplace;

5) sufficient attention to the development, training and advanced training of teachers (payment for advanced training courses, internships, etc.).

Pedagogical activity has a significant motivational potential, which is revealed through a set of possibilities for the implementation of forms and methods of activity, which is considered as an integrative characteristic of the level of development of professional activity. The structure of motives for choosing a teaching profession includes the need for self-realization and self-improvement, interest in the subject, desire to teach, need to communicate with young people,

realization of creative potential, achievement of recognition and respect. For a university teacher, the motive may also be interest in research activities. But without satisfying external needs, the successful implementation of the educational process comes to naught. The issue of psychological and financial well-being of a teacher is closely related to the results of his work and inevitably affects the quality of educational services provided.

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