



Features of Motivation of Teachers Working in Educational Organizations

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Abstract

At the present moment the problem of professional motivation is acute in many institutions including educational ones. The article deals with the main factors motivating the activity of teachers, as well as the results of the study of the motivation of teachers working in organizations of different forms of ownership. This information will be of interest to specialists in the field of pedagogical psychology and labor psychology.

Keywords: Motivation, activity, teacher, formation, subjectivity, aspiration.

Motivation is one of the most important areas in psychology, which has been repeatedly confirmed in the works of both domestic and foreign specialists. Among domestic psychologists, this issue was considered by M.G. Davletshin, G.B. Shaumarov, R.I. Sunnatova, N.S. Safaev, Kh.A. Tillashaikhova, N.I. activities, roles

This article describes the differences in motivating factors inherent in teachers working in educational institutions of different forms of ownership - this is the novelty of this study. The importance of the study is predetermined by the fact that the problem posed is one of the main and priority problems of the state personnel policy, and, accordingly, the main condition for achieving new results and a new quality of education. The purpose of this work is to study the professional motivation of teachers whose activities take place in educational institutions of various forms of ownership. The results of the study can be used in the preparation of guidelines for teachers and heads of educational organizations, as well as in the work of a teacher-psychologist. The formation of professional motivation, its results and the degree of satisfaction with the activity is usually associated with the influence of factors such as human needs, expectations, value orientations, incentives and external circumstances [1]. In the process of studying the transformations of professional activity, two directions of influence vectors are used that directly interact and determine the formation space: subjective (intrapersonal) and objective (environmental) factors [2]. Subjective factors are associated with dependence on the characteristics of a person's personality, his needs, values and correspond to objective factors, which represent the structure of motivation. Objective factors are influenced by the specifics of the place of work, in which professional motivation is formed and functions. Objective factors are also based on the regional, political, economic and social conditions of the activity of a given society [3]. The motives of the social sphere are based on interaction with other people, including the desire to acquire new social connections and like-minded people; desire for communication and exchange of experience; the need for a sense of belonging, to have meaning in society and a purpose in life [4]. Psychological incentives arise from the importance of communication in the life of the subject, where communication acts as a leading need and condition for normal human life. Accordingly, a comfortable atmosphere in the team, conducive to normal communication, allows the teacher to fulfill himself, being an excellent incentive to feel job satisfaction [10]. Labor motivation is considered as a teacher's motivation to work, a system that integrates internal



incentive components, including needs, interests, value orientations, on the one hand, and, on the other hand, environmental factors reflected by human consciousness that encourage labor activity.

Gloric motivation is manifested in the desire for self-affirmation, fame, the need to gain recognition and honor from others, feelings of pride and superiority, as well as a sense of satisfaction from what has been achieved in one's own eyes, the growth of the value of one's personality [9]. Expressed interest in new knowledge, new information, and enjoyment of the very process of discovering something new is due to educational motivation. This motivation is usually disinterested, reflecting the desire for self-education, the desire to improve the methods of obtaining knowledge [2]. The desire for pedagogical activity is formed by the professional orientation of motives, aspirations, desires to work with people; positive attitude towards interaction with children; the desire to help a person in case of failure; ease of establishing contacts with others; sociability; responsiveness to others; high satisfaction from the implemented pedagogical activity [3]. The most important motive of a teacher is love for children. However, this love is often perceived by the teacher in an abstract way, not reflected in his true relationship with the students. Love, acting as the highest spiritual tension of a person, is based on the awareness of the maximum value of the other, selfless and selfless desire for good and happiness for him [8]. In the study, a survey of respondents was conducted using a specialized author's questionnaire of professional motivation of teachers. Initially, this questionnaire was tested on various groups of teachers, passed the examination by specialists in the field of pedagogy and psychology, and was found to be valid and reliable. The survey involved teachers working in municipal educational institutions, private educational institutions, as well as those who combine work in both types of educational institutions. The teachers were divided respectively into three groups of thirty participants. The first group included teachers of municipal educational institutions, the second group was formed by teachers working in private educational organizations, and the third group consisted of teachers who combine work both in municipal educational institutions and in private educational organizations.

In the theory of external and internal motivation, there is a position that internal motivation is relevant only when professional activity is significant for the teacher in itself. Social motivation received the lowest value in the first group of respondents. This fact allows us to conclude that the participants from the first group do not consider important relationships in the team or connections with the parents of students. In such behavior, there is also a lack of desire to improve one's social status. The absence of a desire to improve social status should probably demonstrate a low craving for career motivation in this group. However, the correlation analysis did not reveal a correlation between these indicators (-0.05). Consequently, teachers who carry out pedagogical activities in municipal educational organizations do not strive for career growth, but this is not due to the lack of social motivation. This may be due to the peculiarities of the activities of public schools: when moving to a higher position or increasing functionality, the increase in wages is not proportional to the responsibility and volume of work. When calculating the correlations between the areas of motivation in the first group, a negative relationship was found between the following types: social and labor ($r = -0.36$); career and gloriastic ($r = -0.33$); the desire for pedagogical activity - psychological (-0.30) and career ($r = -0.35$); as well as love for children and career ($r = -0.54$). The data obtained demonstrate a tendency that with an increase in material motivation, psychological motivation and the level of love for children decrease. The growth of social motivation is accompanied by a decrease in labor motivation.

In the group of teachers engaged in teaching activities in private educational institutions, the distribution of motivation in areas was the same as in the first group: the highest value of motivation was determined in the material direction and the desire for pedagogical activity. The lowest value of motivation in the second group of respondents was determined by the column of



gloristic motivation. This fact allows us to conclude that the level of their self-assertion is unimportant for the respondents of the second group. You can also determine the lack of desire to improve social status. The result of a low level of gloristic motivation is a teacher with a low creative potential, who does not strive to achieve results in his work, without personal pragmatic motivation, who does not find satisfaction in the innovative activity itself.

The results of the study of motivation in the second group of teachers (compiled by the authors) When calculating the correlations between the areas of motivation in the second group, a negative relationship was found between material motivation and work motivation ($r = -0.42$), the desire for pedagogical activity ($r = -0.40$) and love for children ($r = -0.49$), as well as social motivation and desire for pedagogical activity ($r = -0.41$). The data obtained may indicate that an increase in material motivation leads to a decrease in labor motivation, as well as the desire for pedagogical activity and love for children. A high degree of correlation of motivations in the second group was not determined. But it is worth noting that the greatest connection was determined between the desire for pedagogical activity and love for children ($r = 0.57$). This indicator value indicates the average degree of relationship.

Consequently, the value of labor motivation depends on the psychological and other characteristics of the respondent in this group. While, the value of material motivation can be traced in the responses, which indicates a high level of statistical significance. The main directions of motivation in the second group were determined by the desire for pedagogical activity and material motivation; they also have the most reliable indicators. The next step is to evaluate the motivational sphere of teachers engaged in pedagogical activities, both in state educational institutions and in private educational organizations. In the group of teachers who carry out pedagogical activities simultaneously in educational organizations of two types of ownership, the distribution of motivation in areas was as follows: the highest value of motivation was determined in the educational direction and the desire for pedagogical activity. The lowest value of motivation in the third group of respondents was determined by the value of material motivation. This fact allows us to conclude that for the respondents of the third group, wages are not a motivating factor in the implementation of pedagogical activities. You can also determine a low indicator of non-material motivation. Teachers who combine activities in both types of educational organizations under consideration are most interested in the effective teaching of children, rather than in meeting purely personal needs. It is also worth noting the high rate of love for children in this group of respondents.

Let us single out an inversely proportional relationship in the third group between material and non-material motivation (-0.87), between career and social motivation (-0.71), between labor and social motivation (-0.55). In this case, educational motivation, which was identified as a priority according to the results of the survey, is most influenced by social motivation. It is worth noting that this relationship of all has the most pronounced indicator. The desire for pedagogical activity is more associated with gloristic motivation, as well as with the motive of love for children. Let us determine the deviation in the motivational areas of the third group. Average deviations of indicators of the motivational sphere among teachers of the third group (compiled by the authors) According to Figure 6, we can conclude that the largest scatter in the answers of the group was in questions related to material motivation, the smallest in questions related to gloristic motivation. Therefore, the meaning of gloristic motivation is the most reliable. It was found that in the third group the main areas of motivation are educational, the desire for pedagogical activity and love for children. Based on the values of the average deviations, it can be argued that the most reliable indicator of motivation is the desire for pedagogical activity. The final stage of the study was to determine the reliability of differences between motivation indicators among representatives of different forms of ownership. Conducting an analysis of variance for all three groups of



respondents using the Fisher criterion demonstrated the presence of significant differences, which confirmed the assumption put forward about the dependence of motivation indicators on the place and working conditions. Thus, as a result of the study, the main characteristics of the motivation of each of the surveyed groups were determined. For the first group of respondents, the leading motivating factors are material orientation and the desire for pedagogical activity.

A pronounced desire for pedagogical activity is accompanied by a decrease in psychological and career motivation, which may demonstrate the lack of desire among teachers of municipal educational organizations to stand out or move up the career ladder. The unattractiveness of such a prospect for this group of respondents is determined by the direction of possible growth: methodological or administrative spheres, involving a slightly different type of activity, and, in fact, leaving the teaching profession. For the second group of respondents, the most motivating factors, as well as in the first, were the material orientation and the desire for pedagogical activity. Gloristic motivation is most interconnected with material motivation, and career motivation is the least. It can be assumed that private school teachers see the dependence of their salary on the fame that follows them in society, and leads to them more students. But this does not mean at all that they are striving for a promotion, but, most likely, they are satisfied with their position, and they plan to develop in this area. The growth of material motivation leads to a decrease in such types of motivation as non-material, labor, the desire for pedagogical activity and love for children. The motive of striving for pedagogical activity most strongly correlates with psychological motivation. With an increase in the desire for pedagogical activity, social motivation decreases, which can be determined by the role of the desire for pedagogical activity as the leading motivating factor that reduces the significance of society, and therefore it can be difficult for them to find a common language with other groups of people besides their students. Respondents of the third group consider the most motivating factors for them to be educational, the desire for pedagogical activity and love for children. Educational motivation is most interconnected with social motives, least with gloristic ones.

An increase in educational motivation leads to a decrease in non-material, psychological, labor and career types of motivation. The desire for pedagogical activity in this group turned out to be the most associated with the motives of fame, and the least - with the motives of career. An increase in the motive for striving for pedagogical activity is accompanied by a decrease in non-material, psychological, labor, and social motives. The motives of love for children showed the highest correlation with gloristic motivation, and the weakest - with social motivation. With the strengthening of the motive of love for children, there is a decrease in non-material, psychological, career motivation and motivation of power. This probably indicates the satisfaction of teachers with their work activity as teachers and mentors who do not aspire to high positions, as well as their vision of the potential of their students, who need care and love to get the highest results.

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