Références:


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MOTIVATION IN THE PROFESSIONAL DEVELOPMENT OF A FUTURE TEACHER

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The problem of motivation as a scientific apparatus category of modern psychology was studied by L. Bozhovych, E. Ilyin, P. Jacobson, E. Klimov, O. Leontiev, K. Levin, S. Maksimenko, A. Markova, A. Maslow, S. Rubinstein, L. Vygodsky, E. Zeer, etc. Such scholars as Y. Chebakova, O. Hrynchyshyn, N. Klymenko, L. Mikheeva, I. Zaitseva dealt with the issues of educational motivation of the students at higher educational institutions.

Any activity, including educational, cognitive and professional, is initiated by a number of motives that are hierarchically related to each other. The term «motive» in many theoretical approaches is interpreted as: the subject's awareness of the purpose of his/her action; inclinations that are unconscious, those that determine the external manifestations of behavior; external (to the subject) incentives. Thus, the concept of «motive» can be interpreted as a stable personal disposition, as well as the reason for behavior or person’s individual actions [1].

According to N. Oliynyk (2012), motives are subordinated to needs, which, in turn, form external and (or) internal motivation aimed at developing teachers’ professional competence.

As a result of analyzing the scientific works of V. Ivannikov, T. Dubovytkska, M. Ovchinnikov, scholar O. Sagach claims that motivation is a desire, prompting, stimuli that lead to human activity and determine its direction. Motivation internally encourages activity, combines meaningful and dynamic aspects, bearing both actual and potential contents. In this regard, the structure of motivation consists of purpose, direction, willingness to act, certainty in the accuracy of actions. On the other hand, during the future teachers’ training it is necessary to involve them into the awareness of motives, such as: needs (A. Leontiev), intention (L. Bozhovich, K. Levin), inducement (V. Semichenko), condition (A. Meerovich), emotions (B. Dodonov), evaluation (V. Aseev, P. Jacobson), personal dispositions (K. Platonov), activity (E. Ilyin).

According to the research subject it should be emphasized that the motives of pedagogical activity are revealed in motivation, which is associated with its implementation, whether it is the internal need to work on this subject, or the requirement to work with people, based on awareness of their pedagogical abilities (N. Oliynyk, 2012).
We shall notice, that educational and professional motivation is interpreted by scientists as the system of motives, objectives, needs, incentives that determine the manifestations of educational activity and active actions in mastering any profession including that of the teacher. The formation of a future teacher’s professionalism means the desire for permanent professional development, continuous achievement of a high level of pedagogical skills [2, p. 106].

It is known that training at the first (bachelor’s) level is the basis for the education and development of future teachers’ learning motivation. The basis for this is the research of O. Sagach, explaining that the formation of motivation in the process of the profession mastering is a prerequisite for the development of professionalism. In this regard, the future perspectives we consider in studying the motives of achievement, communication, cognition as indicators of future teachers’ educational activities.

References:

OPTIMIZATION OF THE PROCESS OF PREPARATION OF STUDENTS OF LAW FACILITIES FOR THE SINGLE PROFESSIONAL ENTRANCE TEST USING THE APPLICATION FOR SMARTPHONES

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According to Article 53 of the Constitution of Ukraine, everyone has the right to education [1]. With the rapid development of information technology, this right gets new opportunities for implementation. After all, today we live in the age of the information society, where information and the possibility of quick access to it play a key role for modern man. Factors that determined the prevalence of such sources of information are: virtually unlimited dissemination of information; express access to