

**Pididiachyi V. M.**

## **MOTIVATION TO PROFESSIONAL SELF-DEVELOPMENT OF PROSPECTIVE TEACHERS**

Prospective teacher's professional self-development is a process of the systemic, targeted students' self-influence to develop and improve their professional parameters through self-education in order to raise the level of impact on the feelings of students. The problem of motivation for such self-influence occupies one of the central places in the self-education of university students, as motivation is a set of reasons and factors initiating, directing, and supporting the behavior of a prospective teacher at any given moment [7, p. 261]. It consists of motives. Motives should be seen as the springs of actions and deeds of the future teacher.

The analysis of available researches revealed that the Russian scholar O. Orlov studied motivational attitude; American psychologist A. Maslow viewed motivation as a model; Soviet psychologist S. Rubinstein researched learning motives; the analysis of external motivation was in the center of attention of both national psychologists, e.g., V. Klimchuk, and foreign scholars, as K. Levin, E. Thorndike, V. Chirkov); the studies of internal motivation are reflected in the works by D. Gold, E. Dacey, R. Rayan, R. White, R. Weinberg, V. Klimchuk, and V. Chirkov.

The objective of our research is to investigate the motivation of prospective teacher for professional self-development.

In this regard, the following tasks have been set:

- 1) to examine theoretical approaches to the study of motivation;
- 2) to clarify its definition and structure;
- 3) to analyze the studies of external and internal motivations; and

4) to distinguish the major internal and external motives for professional self-development.

The text below describes motivation for professional self-development in the context of different theoretical approaches.

In the context of the theory of the Russian psychologist O. Orlov, prior to the beginning of professional self-development, prospective teachers should form a motivational attitude to it [8, p.49]. It consists of a combination of needs, motives, purposes, and meanings of students of higher educational establishments. Each of these components performs its function: 1) needs – activating; 2) motives – persuading; 3) goals – directing; and 4) meanings – interpreting [8, p. 50].

In view of this, O. Orlov defined three types of motivational attitudes:

1. Affectively accented. It is characterized by a high-level activity drive and its rapid development. However, affectively accented attitude is hardly conscious and has no detailed targeted structure.

2. Cognitively accented. It is fully conscious, but is characterized by a low-level activity drive and its slow development.

3. Harmonious. It effectively combines the first two types.

Motivational attitudes generate a flow state, which is characterized by indifference towards social assessments, slowing of subjective time, etc. [8, pp. 51 – 52].

According to the American psychologist, one of the leaders of humanistic psychology A. Maslow, human needs lie at the core of motivation. Relying on this, he created a model of motivation, which consists of the following hierarchy of needs:

- physiological needs (food, satisfaction of instincts, etc.);
- need for love, devotion, and belonging to a group;
- need for respect and esteem;
- need for self-actualization (the top of the hierarchy) [6, pp. 63 – 69].

Maslow believed that higher needs cannot be satisfied without first satisfying lower ones. In the context of this theory, building motivation for professional self-development, future teachers should look for motives of all these levels of needs taking into account their hierarchy. If students of higher educational establishments focus on the needs of the

first level, more attention to them in forming motivation for professional self-development should be paid. If the priority is the second level of needs, more attention to the organization of human relations on the basis of love, devotion, and belonging to a particular group should be given. Emphasis on the third level requires the consideration for the need for positive evaluation; building professional skills and being well presented are also important. If the fourth level is a priority, conditions for students' creativity have to be ensured.

In the context of S. Rubinstein's theory, all motives for professional self-development of the future teacher can be reduced to four basic ones:

- 1) interest to the content of professional self-development;
- 2) interest to the activities that ensure professional self-development;
- 3) interest to the realization of students' gifts and talents in professional self-development; and
- 4) interest to mastering teaching profession, which is caused by the need for professional activity after graduation [9, pp. 82 – 83].

Every student of higher educational institutions has his/her own relatively stable set of motives for activity. It depends on the outlook, character traits, personal and professional experience, intelligence, physiological characteristics, and so on.

Motivation can be formed both before and during professional self-development.

Normally, students of higher educational institutions commence their professional self-development as a result of the impact of two factors: personal (internal) and situational (external).

Accordingly, motivation can be divided into two types: external and internal. External motivation is a motivation caused by objective needs, whereas internal is formed by the ideological position and spiritual needs of future teachers. External motivation is the result of impact of an objective stimulus on students that initiates and regulates its activity. It involves the expectation of rewards, incentives, or vice versa – penalties or other motives that can either stimulate activity or inhibit undesirable behavior [12, p. 118].

It has been established that an activity accompanied by external motivation stops without it. [5, pp. 5 – 6]. As a rule, externally motivated students use the simplest ways to

achieve intended results, instead downgrading creative tasks and the level of creativity. Such tasks, especially if students do not like them, cause negative emotions. Lack of internal motivation makes students incapable of generous actions, of the work for pleasure [5, p. 5].

Among the theories of external motivation, we may distinguish a behaviorist approach by E. Thorndike and the theory of valence – expectations – instrumentality by K. Lewin.

In the context of behaviorism, the awareness of one's own strengths and weaknesses is the primary motive of the professional self-development of the prospective teacher. The main provisions of this approach were formulated by E. Thorndike. On the basis of his research, he discovered objective laws according to which positive or negative results of behavior affect the frequency of similar behavior taken on one's own initiative, which leads to similar results. Behavior and activity that lead to positive results cause the desire to repeat them. And, conversely, the behavior and activity that lead to negative consequences tend to be halted. The main principle of behaviorism states that the main initiator and regulator of the professional self-development of the future teacher is external reinforcement (incentives or penalties). The disadvantage of this approach is that motivation for behavior and activity disappears without its reinforcement [12, p. 119].

In the context of the theory of valence – expectations – instrumentality by K. Lewin, two fundamental conditions that cause motivation for professional self-development of the future teacher may be distinguished:

1. Confidence that there is a solid connection between the activity and its consequences (instrumental-mode); and
2. Activity results should be valuable and bring positive emotions (valence).

If these two conditions are present, the behavior and activity of students of higher educational establishments will be externally motivated towards professional self-development.

Among a variety of possible external motives of professional self-development, special attention should be paid to:

1. Material benefits. They act as a significant incentive to work, because they bring future teachers something that implements their various subjective aspirations [1, pp. 40 – 41]. Material benefits for students of higher educational establishments include:

– awards for excellence or achievements in a particular field, for obtaining high results in teaching and research activities, etc.;

– grants for excellent learning;

– free internships in specialized establishments to gain experience and mastery of the specialty;

– prospects of getting a good job with a good salary and promotion promise after graduation; and

– a variety of gifts for merits (books, journals, medals, certificates, etc.)

2. Entering motivational environment. The essence of this approach is that the future teacher, even if such desire is not articulated, gets involved in various events boosting professional growth and situations that provide purposeful training. These may include presentations at seminars or preparing mass events where participants commit to active participation beforehand. Not being ready for this, students nevertheless pledge to prepare it and do everything they can to succeed. Situations may be different, but it is very important to learn how to choose them and get involved. Thus, motivational environment encourages future teachers to take purposeful actions even in the absence of desire if these actions seem worthwhile.

3. Willing to avoid criticism from the administration or colleagues.

4. Desire to avoid possible penalties or hassles.

5. Interests, which are one of the reasons a future teacher acts to meet specific needs. Interests are a form of needs' manifestation. They are related to life, health, and personality of future teachers.

The interests of university students may include:

– taking exams ahead of schedule with minimum efforts;

– getting good grades, higher scholarships and awards for achievements and so on;

and

– avoidance of makeup work for absenteeism, etc.

Internal motivation is a set of motives initiating and regulating the activity of the future teacher from the side of his/her personality. Internally motivated activity does not base on the external encouragement, as students seek this activity for its own sake. Accordingly, if a future teacher is satisfied with the results of his/her own professional self-development, he/she will strive to do it at his/her free will, but not for some external reward.

Internal motivation is related to the interest in and the concentration on the performance of certain activities that are valuable for future teachers. The results of these activities bring students inner satisfaction, excitement, fun, and fascinating pastime [5, p. 5]. In the case of inner motivation, the desire to work remains stable for a long period. When setting a goal, the future teacher seeks to achieve it, creatively solves the problem.

Internal motivation for professional self-development energizes it, makes creative and enjoyable, while the results bring joy and raise self-esteem. In contrast, lack of internal motivation for work leads to distractions, hinders concentration, causes hassles and significant investments of time. This can lead to hysteria and nervous breakdowns.

Among the studies of internal motivation, we can distinguish the works by R. White. He considered internal motivation as a desire for competency (improving the efficiency of different activities). In this context, if professional self-development is not reinforced by external motives, it is pursued to improve one's own competence. This commitment stands as a motive of activity, because it gives future teachers confidence in their abilities [12, p. 122].

In the context of the theory by E. Dice, the more competent prospective teacher is, the higher the internal motivation for professional self-development he/she has. It is expressed in striving for self-assertion, self-expression, and self-determination. According to the scholar, all those conditions and factors that increase the sense of personal competence enhance internal motivation as well. In order not to be disappointed and to demonstrate their competence, future teachers need to set feasible, but not too easy, tasks [12, p. 127].

In the context of the theory of cognitive assessment (E. Dice, R. Ryan), the future teacher, pursuing professional self-development, constantly evaluates the causes of his/her

actions, how effective his/her work is, and whether he/she can maintain significant interpersonal relationships during this activity. Internal motivation for professional self-development implies the existence of personal reason that encourages the activity in which the future teacher is competent and integrated in the system of significant relationships. In this regard, the professional self-development of the future teacher satisfies such basic needs as self-determination, competence, and important relationships [5, pp. 6 – 7].

R. Weinberg and D. Gold offered the following recommendations regarding the development of internal motivation:

1. Set the goals you can successfully achieve independently. It increases the sense of personal competence.

2. Upon a successful completion of the planned work, reward yourself with anything that brings pleasure and relaxation.

3. Make sure your activity does not become boring or annoying. Make a switch periodically.

4. Be aware that your decision making, planning, etc. are independent. This increases the sense of personal competence and self-determination.

5. The objectives should fit the abilities. In this case, the chances of their successful achievement rise.

6. Outline a game plan. It gives confidence [5, p. 11].

Among a variety of possible internal motives particularly noteworthy are the following:

1. Awareness of the social significance of teaching profession. It is formed on the basis of the value of teaching profession as perceived by the members of the society. Their assessment is based on a system of established values. The social significance of a profession shows and describes its necessity. Public recognition of the importance of teaching profession takes place through the recognition of the results and contribution in ensuring human existence, family, and society. The change of importance of teaching profession means changes of the vector in the society [11, p. 84]. Social importance of teaching profession depends on its economic status and prestige. The economic status of the profession depends on the level of salary, while its prestige is detected by the content

of work and its popularity. Moreover, the level of earning is usually characterized by the complexity of work. Typically, monotonous work has low prestige, which does not give any prospects for career growth. In opposite interesting, full of various events, creative work is high prestige. It provides promotion and is beneficial for the society. However, with respect to the teaching profession, even though the work is provided at a high level, at the level of mastery, this correspondence is often not taken into account. The social significance of the teaching profession is largely dependent on the quality of work performance. In view of this, teachers need to strive for gaining and maintaining high status of their work via the demonstration a high level of mastery in practice, and identifying their personality traits and values when working.

## 2. Needs of the future teacher in:

- recognition by others (teachers, peers, etc.) of personality and professional competence;
- personal self-assertion, demonstration of its value, relevance, striving for fulfillment of their “I”;
- competition with colleagues for the purpose of hardening mind and check the level of their own preparedness;
- expression of their thoughts, moods and beliefs to demonstrate their “I”;
- fulfillment of their abilities, capabilities, aspirations, etc.;
- autonomy to achieve their goals,
- implementation of their plans with no help and total control of others;
- power. It is expressed in an effort to control the situation and the other subjects of their influence, manifesting their leading status, by implementing the right to judge, evaluate, characterize, authorize or prohibit something [4, p. 81]. This is a manifestation of leadership potential and organizational skills. This desire arises from the feeling of absolute or partial dominance over all others. However, we must remember that the government: 1) should be aimed at establishing and maintaining internal order; 2) ensure achievement of material and moral goals [2, pp. 672 – 673]; and



– open communication, energetic rhythm of life, effort to defend their interests (despite potential conflicts), be in the spotlight, show their oratorical skills, improve their status.

3. Shame for their incompetence. Spinoza wrote that man feels shame when dissatisfied with the actions that other people condemn [10, p. 515]. After all, shame is a strong sense of embarrassment, confusion because of the bad behavior, unworthy actions or deeds [3, p. 1358].

4. Fear of losing the respect of others. Like the expectation of a real or imaginary trouble, it distempers, causes disturbance, concern, and anxiety [3, p. 1400].

5. Professional ideals. They are based on the concept of the highest excellence of the teacher, the achievement of which needs a certain effort. The ideal is a kind of a standard, an ultimate goal [4, pp. 187 – 188]. Through the self-development one may approach the ideal.

6. Professional inclinations. They are manifested through the striving for activity, gaining high results, implementation of all natural abilities, etc.

7. Professional values. They express the subjective significance of certain phenomenon for the future teacher. Their peculiarity is that they are capable of doing good. The less common the phenomenon is, the more valuable it is. Values are formed on the basis of feelings and fixed in mind. A special for the future teacher value can become anything that meets his/her requirements or is able to meet them.

8. Professional responsibility. It includes willingness to assume responsibility for a certain aspect of work, some challenges, and so on.

9. Professional creeds. They express a firm conviction and belief in the following:

– teaching profession is socially important, as it boosts the shaping of outlook and mind of teenagers, who will determine the vector and pace of development for the society in the future;

– teacher is an example for students, it's very important to develop the best professional and personal traits; and

– teacher must pay attention to the professional growth, as this is the only way to achieve a high level of teaching skills.

10. Teacher must enjoy the process of the work as well as its results.

Consequently, desire to satisfy internal and external needs motivates for work. When forming motivation for professional self-development, a prospective teacher has to determine and choose both internal and external motives. It will ensure the completion of the planned work.

As prospective ways for our future research on the subject we see the development of motivation for professional systemic self-development of students of higher educational establishments.

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### **Піддячий В. М. Мотивація до здійснення професійного саморозвитку майбутнього вчителя**

Професійний саморозвиток майбутнього вчителя передбачає цілий ряд логічно послідовних та взаємопов'язаних етапів. Першим етапом професійного саморозвитку майбутнього вчителя є формування мотивації до його здійснення. Саме йому відведене одне з головних місць у самопідготовці студента вищого педагогічного навчального закладу. У цьому дослідженні подано теоретичні підходи вітчизняних та зарубіжних учених до розгляду мотивації, здійснено їхню адаптацію до професійного саморозвитку майбутнього вчителя, з'ясовано визначення мотивації, указано та схарактеризовано її структуру, проведено аналіз досліджень зовнішньої та внутрішньої мотивацій, здійснено їхню адаптацію до професійного саморозвитку студента вищого педагогічного навчального закладу, запропоновано рекомендації щодо розвитку внутрішньої мотивації, виокремлено та схарактеризовано основні зовнішні та внутрішні мотиви до здійснення професійного саморозвитку майбутнього вчителя.

*Ключові слова:* мотивація, мотив, мотиваційне ставлення, потреба, професійний саморозвиток майбутнього вчителя.

## **Поддячий В. Н. Мотивация к осуществлению профессионального саморазвития будущего учителя**

Первым этапом профессионального саморазвития будущего учителя является формирование мотивации к его осуществлению. Именно ему отводится одно из центральных мест в самоподготовке студента высшего педагогического учебного заведения. В данном исследовании представлены теоретические подходы отечественных и зарубежных ученых, рассматривающие мотивации, а также осуществлена их адаптация к профессиональному саморазвитию будущего учителя. Дано определение мотивации, охарактеризована ее структура. Проведен анализ исследований, посвященных внешней и внутренней мотиваций, осуществлена их адаптация к профессиональному саморазвитию студента высшего педагогического учебного заведения. Предложены рекомендации относительно развития внутренней мотивации. Выделены и охарактеризованы основные внешние и внутренние мотивы к осуществлению профессионального саморазвития будущего учителя.

*Ключевые слова:* мотивация, мотив, мотивационное отношение, потребность, профессиональное саморазвитие будущего учителя.

## **Piddiachyi V. M. Motivation to Professional Self-Development of Prospective Teachers**

The professional self-development of prospective teachers unfolds in a number of logically successive and correlated stages. The first stage of the professional self-development of a prospective teacher is the formation of the motivation to its realization. It occupies one of the central places in the self-preparation of students working toward their teaching degree.

In this research, theoretical approaches of national and foreign scholars to the investigation of motivation are presented. These approaches have, then, been adapted by the author in the context of the professional self-development of prospective teachers, which led to a more precise definition of motivation, as well as a more detailed description of its structure.

The available research on the external and internal motivation was analyzed as well. The adaptation of these concepts to the professional self-development of students of higher teacher-training educational establishments has demonstrated their high heuristic potential. Thus, the author was able to develop a range of recommendations for the development of internal motivation. Along the same lines, the basic external and internal motives of the realization of the professional self-development of prospective teachers have been determined and characterized in detail.

*Key words:* motivation, motive, motivational attitude, necessity, professional self-development of prospective teachers.

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