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WORK MOTIVATION IN THE TEAMS OF HIGHER EDUCATIONAL INSTITUTIONS

Teaching staff of the higher school face many scientific and practical problems in their practice. One of them is training of highly qualified personnel on the basis of the achievements of modern science. In the context of reforming the education system in our country, the problem of work motivation is one of the most urgent.

The results of the work of the teams largely depend on the system of stimulation and encouragement. In this regard, there is a need to consider the problem of work motivation in higher school teams.

Due to the diversity of motivation, many sciences such as psychology, sociology, economics, management, pedagogy and others were involved in the study of this phenomenon. Each of the sciences considered its own specific area of study of motivation, using appropriate methods and tools.

Researchers of various fields of knowledge in our country and abroad developed about a hundred theories of theories of motivation. As a result, there is still no generally accepted concept that considers motivation as an integral phenomenon that determines the continuity of the motivational mechanism. In addition, in the current diversity of views and approaches it is impossible to formulate a general definition of the concept “motivation”. In this case, it is necessary to limit the narrowing of the research area to give specific answers to the problems of labour motivation of the teaching staff of higher school.

In the course of long-term scientific and practical activities of researchers, the problem of motivation has developed two classical approaches with different views on the employee as an object of study. Just as the psychological theories consider human behaviour as a set of reactions to the impact of certain stimuli, the socio economics theories consider human involvement in the socio-

economic sphere and suggest the impact of values and intentions on human behaviour.

The participant of pedagogical process makes certain motivational decisions, being in a certain environment. The environment, in turn, also has an impact on humans. Moreover, the research field in the study of teachers' motivation should be extended not only to pedagogical activity, but also to the sphere that is not directly related to labor. Analysis of available literature developments on this issue shows that the concept "motivation" should reflect the following aspects: 1) the behavior of the employee, 2) personality type and needs, 3) applied methods of personnel management, 4) procedural approach.

The behavior of the employee. There are two main types of behavior: causal and semantic. To the first type K. G. Jung referred the objective causal connection of the natural process, whereas the second one was from his point of view "a subjective connection that exists only for the individual who feels it" [2, p. 204]. Any event is subject to both types of communication. There are at least three key sources of energy that determine the social behaviour of teachers.

First of all, it is the teacher himself as a person with his desires and motives. Secondly, it is people and their associations, other objects of the environment that can meet the numerous needs of the teacher. Finally, the field of activity, formed as a result of the interaction of the teacher with the objects of his environment which was called by Kurt Levin as "psychological field", within his field theory [1]. Due to the goal-setting activity of the teacher changes occur in this field of activity: old objects and needs may be destroyed and new ones may appear. In this interpretation, the main constructs in the causal analysis of the behavior of the teacher are not external objects of the environment, but perceived objects. Thus, the analysis should be subject not only to everything that happens to the teacher as an active subject in himself and his environment, but also to all other factors that act "here and now" and thus affect behavior.

Personality type and needs. In this aspect, the authors see the psychological component of motivation. In the psychological literature the

concept “personality” means the systemic social quality of the individual, acquired in the process of growing up in interaction with their social environment. The study of the structure of personality determines the study of the structure of work activity.

The recent researches state that there are three main groups of the motives of pedagogical activity, such as a) the obligation motives, b) the motives of concernment and passion for the taught subjects, c) the motives of the passion for communicating with children. In many ways, the predominance of one or another motivation can be associated with the tendency of the teacher’s personality to a certain style of leadership: the obligation motives are dominated by the teachers of the authoritarian style, while the motives of communication characterize the liberal teachers.

With the development of the teaching profession the structure of the needs and the motivational structure change. The need for professional knowledge and skills is becoming increasingly important. In addition, in the study of teachers’ attitudes to the various factors of their teaching activities, gender differences were identified. Male teachers were focused on earning money, but women were focused on making relationships with the administration and achieving results.

Applied methods of personnel management. Speaking about the methods of personnel management, it should be noted that they can be polar – from coercion and strict control by the organization to the policy of integration into the affairs of the team, self-government and self-control.

The development of personnel management systems took place along with the evolution of ideas about the person. The modern systems of labour promoting and promotion are characterized by complex and broad set of methods of personnel management. They tend to shift the focus from taking into account only the personal needs of the employee to a complex approach that provides an analysis of all possible factors concerning the behavior of the teacher. And this is understandable, because a purely mechanistic conception of motivation, involving the use of simplified measures of punishment and reward,

are permissible only within the limited frames at the present stage of development.

Procedural approach. The logical continuation of the complex approach was the emergence and development of theories of collective motivation. They are based on procedural concepts of motivation. Among the most famous of them are the theory of justice by G. E. Mayo [4], the theory of expectation by V. Vroom, [5], synthetic model by Porter-Lawler [3]. Procedural theories are considered more effective than substantive ones. They focus in them is not on the structure of the needs of the employee and the allocation of their dominant to use as an incentive, but on what happens directly in the course of working activity. Thus, in the Porter-Lawler model, five variables are taken into account simultaneously: effort expended perception, results obtained, reward, and degree of satisfaction. It is this model that can be recognized as synthetic, providing a complex solution to the problem, taking into account the needs of various kinds such as biological, psychological and social ones.

To summarize, the more skilled is the work, the less effective are its regulation and external incentives. It can be assumed that the improvement of systems of motivation and remuneration of teachers in higher school teams should be on the way to strengthen the internal interest of employees in the pedagogical process and promote the development of their personal and qualification potential.

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