

## **DEVELOPMENT INTRINSIC MOTIVATION OF TEACHERS: THEORETICAL ANALYSIS OF PROBLEM**

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*The article discusses the concept of "external" and "internal motivation" activities, the main phenomena intrinsic motivation of teachers in professional activities. By analyzing the theoretical and methodological principles of procedural concepts defined individual motivation factors that contribute to the development of motivational sphere workers educational environment. The indicators (signs) of subjective motivation of teachers are reasoned.*

### **Motivation, intrinsic motivation, intrinsic motivation phenomena**

Formulation of the problem in general. Operation of schools is determined by social needs, otherwise defeats the purpose of their existence. The contents of this public demand are clear: creative, highly intellectual, moral, socially responsible, tolerant person. It is declared in the National Strategy for the Development of Education in Ukraine for 2012-2021.

Thus the essence of the educational process in secondary schools should be seen not at an angle of knowledge, and from the standpoint of the philosophy of "humanism". In this regard, the need for teachers capable of change and enrich the content and form of their activities using critical and creative development and application of science. Its innovative activity is a required component of personal pedagogical system. This involves the revaluation of teacher professional work, going beyond the traditional performing activities and replacement of problem-search.

However, experience proves a significant portion of teachers acting stereotypically, as previously belonged to the teacher narrower task, and their orientation was determined by specific professionalism. As a significant number of teachers characterized by antiinnovative barriers (I. Beh) inability to realize humanistic approach their relation to systemic changes in teaching activities characterized as not meaningful. This is due to low motivation and educational

activities. Thus the problem of internal motivation of educational activities is important.

**Purpose of the paper:** make a theoretical analysis of intrinsic motivation personality factors to justify its development.

**Analyze of recent research and publications.** The formation of the individual teacher motivation in science is not new. The theoretical justification problem building motivation for teaching activities were carried out in the works of local and foreign scientists, building motivation educational activities, development of pedagogical skills, teaching art (I. Zyazyun, V. Molyako) motivation of professional and pedagogical orientation (S. Zanyuk, S. Maksymenko, N. Nychkalo), psychological factors affecting the development of professional career education employees (S. Maksymenko, L. Karamushka, T. Rabbit), the theoretical foundations of the problem of motivation of the individual (Lewin, Maslow, D. McClelland, D. Atkinson, H. Hekhausen), the development of internal motivation, personality (R. Rajan, R. de Charms, M. Chikzentmihali, V. Klimchuk). A wide range of research forming the motivational sphere of the individual, including the system of education management proves deeper methodological basis of the problem as specified theoretical principles and concepts.

**The main material.** The complexity of the problem of motivation causes multiplicity understanding of its essence. S. Zanyuk defines motivation as a set of push factors that determine the activity of the individual; it is all the motives, needs, incentives, situational factors that motivate human behavior [2, 7]. B. Vilyunas treats motivation as a set of psychological structures and processes that motivate and direct behavior to vital conditions and subjects determine bias, selectivity and final determination of mental reflection and regulated his activity [1, 12]. A. Maklakov interpreting these concepts and stresses the fact that in modern psychological science, the term "motivation" is used in two senses: as such, indicating the system factors that determine behavior (such as needs, motives, goals, intentions, aspirations, etc.) and as a characterization process that

encourages and supports activities at some level [2, 153]. In psychology management motivation is regarded as one of the key functions of management activities (L. Orban-Lembryk, L. Karamushka).

Thus, we can state that a single view of the definition of "motivation" does not exist. But already cursory analysis makes it possible to identify a common trait – "source" of the individual's activity.

For coverage of the study believe it is necessary to consider the historical aspect of the problem. According to L. Orban-Lembryk for management practices are the most important needs theory, two-factor, behavior psychology and cognitive theories of motivation [5, 345].

**Theory needs.** Theory needs K. Goldstein. According to scientists, the body has a constant mean stress condition and seeks to return to it in case of rejection as a result of external stimuli or internal factors. Therefore it is necessary to speak not of "discharge" stress process needs, and its alignment.

*The theory of optimal activation* (E. Duffy, D. Hebb). The body seeks to maintain an optimal level of activation, which allows him to operate most effectively. Individual's behavior more effectively than a closer level of activation to some optimum (it should be neither too low nor too high) [2, 39].

*The Lewin theory.* The psychologist felt motivated various parts of "living space" in which the individual needs or quasi-need- intention. Objects of environment become motivational force and lose it when the need or quasi-need satisfied. The following theory developed another American researcher D. Murray – along with organic (primary) needs it has identified secondary (psychogenic), which is the result of training and education – the need to succeed, affiliation, aggression, independence and opposition, respect and protection, dominance and to draw attention to avoid failures, help and understanding, knowledge and explanation [5, 345]. Further development of this theory gained in the writings of Maslow. Main position – socially conditioned human needs. Thus, there is a hierarchy of different needs from lower to higher. Maslow believed that the needs can be divided into five types: physiological, security needs and confidence in the

future, social, esteem needs, the need for self-actualization [4]. He stressed the need for each new becomes possible only at meeting the needs of lower order. The need for self-actualization is presented as actual pathogen action and behavior only provided meet the needs of those that preceded it.

**Two-factor theory of motivation** (F. Herzberg). Its basis is the position that there are two factors of motivation: hygiene (general policy organization, inspection and supervision, salary, interpersonal relations, working conditions); motivators (the ability to succeed on the job, promotion and recognition as human beings, the meaning of work responsibility for assignments). Dissatisfaction, explain the unfair treatment guidance, and fun – as psychological growth and self-actualization.

**Behavior psychology theory.** The founder of behaviorism Watson distinguished two forms of human behavior – external and internal, that are interconnected stimulus and the response to this stimulus. The famous formula of "stimulus – response", according to behaviorists, explains all forms and acts of human behavior in the environment. Stimulus as an external stimulus activates the internal energy of the body and is thus appropriate his response to this stimulus.

**Cognitive theory.** Call to action may result in a person not only by emotions, but also influenced by knowledge, in particular their consistency or inconsistency. One of the first drew attention to this factor and investigated its L. Festynher. The main tenet of his theory of cognitive dissonance is the claim that the system of human knowledge about the world and about themselves committed to reconciliation. In the event of discrepancies or imbalances, the individual seeks to remove or reduce it, and this desire itself can become a strong motive for his behavior. Along with attempts to reduce dissonance already existing entity actively avoid situations that can give rise to it. To reduce dissonance in one of three ways: 1. Change one element of knowledge so that it does not contradict the other. 2. Add new items to the controversial structure of knowledge, making it less controversial and more consistent. 3. Reduce relevance to human knowledge, which is not consistent [5, 478-490].

**The theory of expectations** V. Vroom is based on the assumption that the motivation of workers achieved reward. Thus the power of the desire for an award depends on three situational factors: the link between labor costs and the results achieved, i.e. the expectation that labor costs will give the desired results (C - D), if there is no communication, motivation weakens; reality of an award, that expectation that the results will be rewarded (R - B), the lack of such a relationship weakens motivation, reward value: through its own system of values –specific rewards may not be for human values, that motivation depends on the expectations of the value of remuneration (B - C). Value of these three factors and their impact on motivation in general expectations theory interpreted as follows: if expectations are high, the force impulse increases.

Summarizing the analysis of concepts can conclude that activity is always caused by a particular motive. Motifs – a relatively stable expression of personality. However, the motivation – is not only a set of motives. According to S. Zanyuka, current motivation form is also situational factors.

The structure of motivation distinguish effective and procedural components [2, 8]. The meaning of human activity is a result of, but not limited to. After the activity itself also makes sense: the subject of the process itself encourages activity rather than its result.

It is on the basis of these components distinguish types of motivation: external and internal (H. Harlow). External motivation – determination of behavior and physiological needs stimulation environment. Internal (procedural motivation) – conditionality behavior factors unrelated to exposure to environmental and physiological needs [2, 97]. Internal motivated behavior is performed for itself (the actual process and the content of it is interesting). While external motive is updated when the activity is the main cause of getting what is outside it (money, fame, power, etc.). Litigious motivated forms of activity give the impression of lack of purpose, focus on the process rather than the outcome of the activity (egg, aesthetic experience) Typically, each activity is always prompted complex combination of internal and external reasons [2, 100]. D. Berlayn, describing procedural

motivation emphasizes that all stimuli that cause the activation of the above motivations have the following properties: novelty and change, surprise, complexity, uncertainty. Complexity, deviation from the expected flow stimulation also has procedural determinants of motivation. This sudden change in a certain state of the object, causing strong activation. All unusual, non-standard (within reason) stimulates the search activity and evokes positive emotions. Process motivation occurs when a discrepancy, discrepancies between the information flow and internal standards or expectations are high. Process motivation in this concept means that people will gladly immersed in the activity. M. Chyksentmyhali suggested that procedural motivation factor is a certain emotional state – the joy of the activity. He asked the players, surgeons, scientists describe their professional and performed on leisure activities and assesses what a joyous feeling that they are going through with this. Identified in the description of the central concept he identifies as "flow". "Flow" is a case of dedication, a sense of joyful activity, when an individual "is dissolved in the subject activity" when attention is fully focused on the lesson that makes forget their own "I". This is a unique state of joy, inspiration and admiration. This feeling brings together the activities of the game, because it is most clearly represented in the game capture the joy of action.

In the analysis of the experience of "flow" problem arises value features of the subject and task complexity. If capabilities far exceed the complexity of the problem, there is boredom, otherwise – anxiety. If the complexity of the problem exceeds the capacity of the subject only to a large extent, that there are conditions for the experience of "flow".

Exploring the people, who take out the fun of the process learning, working, studying their experiences and feelings in the process procedurally motivated activities. Chyksentmyhali has identified the following indicators (signs) of the subjective state procedural motivation in the work ("feeling the flow"): feeling full (mental physical) diving in activities, full attention, thoughts, and feelings on the matter, the feeling of being clearly know how to act at one time or another work, a clear understanding of its objectives, the lack of excitement, anxiety, due to

possible errors and failure, loss of customary sense of a clear understanding of himself and his surroundings, as if dissolving into the business. R. de Charms treats procedural motivation through a sense of a man of its performance, feeling the source of changes in the surrounding reality, desire to cause their actions (and not under other incentive). To characterize procedural motivation E. Deshi used two types of experiences: the sense of its capabilities, self-assertion. The more pronounced are these two experiences, the higher the level of judicial motivation. Activities in this case turns out to be more motivated internally, the more it is associated with a test of their capabilities and do not require any reinforcements.

**Conclusion.** Thus, the experience of the subject's own autonomy and personal causation, feeling the source of changes in the world around him is an important indicator of intrinsic motivation. Another factor – the sense of personal competence, their own capabilities – is also an important motivation (factor) any activity characterizes intrinsic motivation.

**Furthering directions of our research is** to study methods of internal motivation of teachers of schools.

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*The article deals with the concept of "external" and "internal motivation" activity, the basic phenomena of intrinsic motivation of teachers in the profession.*

*By the analysis of the theoretical and methodological foundations of the concepts of procedural motivation determined personality factors in the development of the motivational sphere of workers of the educational environment. Settle indicators (signs) of the subjective state of procedural motivation of the teacher.*

***Motivation, internal motivation, phenomena of internal motivation***

***Omelchenko L. Development internal motivation of pedagogues: theoretical analysis***