



НАУЧНЫЙ ЖУРНАЛ НАУКА И МИРОВОЗЗРЕНИЕ

TEACHER'S PERSONALITY WITH REGARD TO PERFORMANCE MOTIVATION IN A PROFESSIONAL CONTEXT

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Abstract

In the paper we focused on the personality of the teacher and his/her motivation for professional performance depending on the length of teaching practice. The aim of the research was to find out the profile of the motivational structure of performance in the professional context of primary education teachers and to determine the specifics of individual dimensions related to the motivation for performance.

Key words: motivation, teacher personality, professional performance

Introduction

The personality of the teacher is an important motivating factor in the educational process. The professional personality of a teacher is the result of his/her own desire to become a teacher, but at the same time it is formed during the undergraduate training in which the prospective teacher begins to shape his/her intuitive concept of teaching and motivation for the teaching profession. Teachers can have different reasons and goals for their behavior and activities, and can make unequal efforts to achieve them, also with regard to their performance at work. Job satisfaction and motivation for teachers usually lead to greater work commitment, resulting in better work results and greater effort by teachers to make the education process more effective, even in more challenging conditions, such as education with emphasis on supporting pupils from a low incentive environment. In this context, exploring variables affecting teachers' motivation to pursue a teaching career can be a key issue.

Research Focus

Current tendencies in the field of education put great demands on the personality of the teacher in terms of his/her performance motivation and motivational profile, the content of which is typical for individual, dominant motivational orientations or tendencies. We are of the opinion that the motivational structure differs diametrically within individual professions and different motivational dispositions are desirable in each of them.

Knowing the motivational profile of a teacher enables an understanding of individual manifestations and the whole complex of their behavior or actions. Each teacher is motivated in the dimensions of their motivational structure. It is for this reason that we want to focus on the profile of the motivational structure of performance of teachers of primary education in a professional context. Inner satisfaction from the work of a teacher is a very important factor in why a person decides to become a teacher and then further develop their profession.

Teacher motivation is related to what makes teachers happy, satisfied, self-sacrificing and committed to show the best performance in educating their pupils. Motivation is a critical variable in educational institutions. There is considerable research that reflects factors that affect job satisfaction and increase motivation for performance. Some research has confirmed that leadership style has a significant impact on job satisfaction. The results have shown that the majority of teachers have an internal motivation for professional performance, reinforced by widespread recognition, success and advancement and vocation, job satisfaction and understanding of their goals in life.

Research also points to the existing relationship between teacher's internal motivation for professional performance and their impact on pupil's motivation to learn. Teachers with a strong internal motivation to achieve more often apply pupil-activating methods in the educational process. Thus, low motivation among teachers may have a negative impact on achieving high standards in education. At the same time, research has shown that problems associated with the teaching profession lead to demotivation among teachers and are often linked to retirement.

Often the cause is not only the workload, or low pay, but also pupils who come from eg. a low-spirited environment and need more attention and more effort at work. Thus, the motivation profile of a teacher can also be influenced by age and the length of teaching experience. Motivation is thus often neglected in practice, but it plays an important role. From the perspective of helping professions within the framework of comprehensive rehabilitation, motivation is important not only for the given professions, but also for the other side, i.e. the clients or pupils. If individuals are well motivated, they also improve the outcomes.