

## Features of Motives' Manifestation of Professional Development and Personal Characteristics of Future Teachers

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**Abstract:** Kazakhstan's integration into the global system of higher education, the modernization of the various fields of education and socio-economic changes in society requires new demands on higher education, the quality of training of specialists that involve rethinking the basic directions of the professional training of teachers. The allegation that it is the teacher for all more or less significant changes in school education is the decisive force that can change things to the better, is so obvious that it does not demand to deploy foundation. But nowadays, in addition to the traditional problems of pedagogical work it gained one more, acquiring every year more and more urgent. This is the problem of rejuvenation of teaching staff of schools, qualities *providing of schools with young professionals*.

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### 1. Introduction

The actuality of the study of psychological factors in the formation of motivation of teaching activities is defined by tasks of optimization process of personal and professional development of specialist in the course of university education. This suggests the need to develop problems of search of psychological conditions and means of formation of motivational sphere of the individual student, which is based on two main assumptions: the necessity of knowledge of their features, as well as the development of methods of diagnosis and timely correction. In the context of the update of modern society, there is a need in teacher who consistently and fully implements the effect of social and professional education, the ability to grow a generation ready to free choice, creativity and self-realization. The purpose of the research is to examine the psychological factors that determine the formation and development of motivation of pedagogical activity.

**2. Methodological bases of research** were the ideas that have leading philosophical and psycho-pedagogical theory.

1. Basic provisions of cultural-historical concept of L.S. Vygotsky and Leontiev's theory of activity.

2. Concept on system of personality as education system, personal development system of determination set forth in the writings of K. Abulkhanova - Slavskaya, B.G. Ananyeva, A.A. Bodalyeva, L.S. Vygotsky, A.N. Leontiev and others.

3. Principles of the activity and systemic approaches (S.L. Rubinshtein, A.N. Leontiev).

4. Fundamental provisions on typology and structure of motives of A.K. Markova, V.S. Merlin; psychological mechanisms of motivation of A.N. Leontiev; motivation of activity of the individual of V.A. Petrovsky, the motivation of the individual to different types of professional activity in research V.G. Aseyeva, A.K. Markova, V.D. Shadrikova etc.

5. Basic principles and methods of active socio-psychological training (L.A. Petrovskaya, V.Yu. Bolshakov, Y.N. Emelyanov).

6. Principles of organization of joint productive activity (V.Y. Liaudis, V.V. Rubtsov, S.M. Dzhakupov)

**3. Methods of research** are selected on the basis of its theoretical and methodological foundations, having regard to the features of subject, hypotheses and objectives. Methods of analysis of scientific literature and analyzing the results of the formative experiment (the main method of this study) were applied. At various stages of the study methods of collecting factual material and its processing, psycho-diagnostic techniques, including tests and questionnaire monitoring study were used [1]. Within experimental and empirical research the complementary methods to complex research problem: theoretical generalization, empirical methods - external and participant observation, self-observation, description, and oral questioning, as well as methods of mathematical statistics have been used.

**4. The theoretical part.** Education at higher educational institution is one of the most important stages in the professional formation, in which frameworks the adequate representation of the profession, and attitude are formed. Changes taking place in our society, define semantic tensions in the already well-established categories and concepts correlated with value- motivational sphere of personality of the modern student. The emergence of a social system based on economic self-organization makes it particularly urgent to motivate future specialist, in particular teachers, to the sphere of pedagogical work [2]. It should be taken account that, on the one hand, the conditions of a developed society require competitive specialists, focused on social values, on the other hand, the presentation of modern young people often do not focus on the internal, personal and meaningful towards competitiveness and external social side success. It becomes extremely urgent resolution of this contradiction in terms of the formation of motivational preferences of future teachers to pedagogical work [3].

The importance of the motivational component teacher's work was pointed out by many researchers: E.P. Ilyin, L.I. Bozhovich, V.K. Vilyunas, L.S. Vygotsky, A.N. Leontiev, B.S. Merlin, S.L. Rubinshtein, Y.B. Gippenreiter, I.A. Dzhidaryan, V.A. Ivannikov, V.I. Kovalyev, B.A. Sosnovski, P.M. Yaacobson. The problem of education motivation is one of the central problems in teaching science. The idea of using motivational component for solving pedagogical problems is a one of form of realization of the personal approach in training and education. Deep, meaningful research of famous scientists: F.N. Gonobolina, S.V. Kondratyeva, V.A. Krutetskaya, N.V. Kuzminoy, A.K. Markova, L.M. Mitina, I.I. Rydanovoy, E.I. Rogova, S.M. Dzhakupova, K.B. Zharykbayeva, Kh.T. Sheryazdanova, Zh.I. Namazbayeva, A.M Kim, S.K. Berdibayeva, B.A. Amirova, O.Kh. Aymagambetova and others open new perspectives for the study of professional work of the teacher. These researchers considered pedagogical work as a "holistic and developing" psychic reality [4].

Study of the psychological basis for the formation and development of motivation of professional pedagogical activity is currently the most pressing direction psychological and educational research, as knowledge and understanding of the motivational sphere allows any specialist to develop its professional identity, both at the stage of choice of occupation, and in the process of improving it as professional [5]. In the process of professionalization in the teacher's motivational sphere changes occur that lead not only to improve

the pedagogical skills, but also to significant personal growth. Problem of the formation and development of motivation of pedagogical activity has important theoretical and practical significance because of its solution depends on the effectiveness of the entire education system [6].

Problematic aspect of the study of motivational sphere of personality is that until now the question of the psychological nature of this phenomenon remains a controversial and requires a deep theoretical and methodological development [7]. Lack of sufficiently developed unified theory of motivational sphere of personality does not allow answering many of the psychological and pedagogical questions related to the peculiarities of the successful implementation of potential students, providing quality training modern specialist, adaptation and identity in the context of social instability [8].

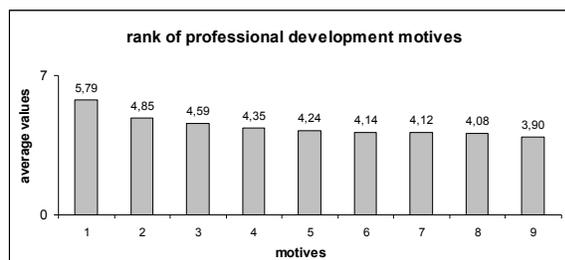
**Scientific novelty of the study** is determined by the fact that for the first time in educational psychology at the experimental - psychological basis developed a system of productive training students to significantly increase the effectiveness of learning through motivational management processes of the educational system. Implemented in the conceptual diagram motivational sphere of personality research in the learning process is unique, both in domestic and in foreign educational psychology. An original method of formation and development of motivation at a special learning process based on modern technology of interactive teaching methods and principles of the organization of social and psychological training and development program to non-monetary motivation was worked out. The novelty of a work obtains a systemic character due justification of a new approach to the problem of motivational sphere of personality, considered as a complex individual- psychological education, which is a hierarchical, dynamic system.

**5. Experimental part.** In recent years, students who have graduated from teacher training institutions and secondary special educational institutions do not go to work in the specialty for a number of objective reasons: dissatisfaction with cash earnings, not future warranty and prestige of the profession. The problem of low level of professional motivation is one of the most actual topics for vocational education [9]. In modern conditions, the dynamic development of professional knowledge into force imposed on the individual requirements of professional continuing education and improvement, further development of this problem becomes more important.

In the course of study, the problem of formation of motivation of teachers pedagogical

activity was determined assumption that the structure of motives of professional development of teachers in high- need for self-development will be different from the structure of motives of professional development of teachers in l

To investigate the features of display motives of professional development and personality characteristics of teachers with different levels of need for self-development the method of average values ranging motives was used of professional development in the total sample (Figure 1). The figure shows that the most important motive for teachers' professional development is the pursuit of satisfaction from the activity [10]. Followed by such motives as a desire for professional growth, the desire to be creative, striving for maximum independence in the work. Least significant motives are associated with financial reward and the desire to respect the leaders.



**Figure 1 - Average values of motives of teachers' professional development. Note: 1 - the desire of satisfaction from activities; 2 - desire to professional growth; 3 - the desire to be creative; 4 - the desire for maximum independence; 5 - the desire to respect colleagues, 6 - awareness of the social significance of the activities; 7 - the desire to prove themselves; 8 - the desire for material reward; 9 - the desire to respect the leaders.**

Results of the study of differences in the manifestation of the motives of professional development and personality characteristics of teachers with different levels of need for self-development. For this purpose, the entire sample of subjects was divided in terms of the need for self-development on the basis of statistical criteria into three groups: high, medium and low needs for self-development. For the analysis of two polar groups of teachers were used: with high (index increases the value of  $M + 0,5 \sigma$ ) and low (below the index  $M - 0,5 \sigma$ ) the level of demand for self-development. Application of procedures for comparison of mean values by the method of T-criteria for independent samples yielded statistically significant differences on a number of indicators on the basis of what may be formulated generalized characteristics of teachers included in the selected group of us (Table 1).

**Table 1 - Significant differences in the manifestation of professional self-development motivations, personality characteristics of teachers with different levels of need for self-development**

Data	The need for self-development		T-criteria values of Student
	High level	Low level	
Respect from colleagues	3.94	4.49	-2.41*
Desire for maximum independence	4.67	3.96	2.23*
The desire to be creative	5.19	4.07	3.15**
Satisfaction with activity	7.46	6.76	2.35*
Teacher communication style	3.33	3.17	3.26*
A (mellowness - alienation)	8.94	7.9	2.77**
C (emotional maturity - immaturity)	8.51	7.16	3.68**
E (dominance - subordination)	5.26	4.49	2.36*
F (carelessness - seriousness)	5.72	4.88	2.34*
H (courage - timidity)	7.48	6.41	2.63*
L (suspicion - credulity)	3.59	4.31	-2.15*
Q1 (radicalism - conservatism)	7.29	5.85	4.13**
Q2 (independence - dependence on the group)	5.19	5.85	4.13**
Q4 (tension - relaxation)	4.87	5.66	-2.19*
Support	44.19	41.26	2.04*
Valuable orientation	11.61	10.28	2.86**
Self-development	8.59	7.07	3.25**
Cognitive need	5.01	4.36	2.47*
Meaningfulness of life	106.2	94.79	3.8***
Aims in life	34.09	30.16	3.75***
Process of life	32.39	27.59	4.77***
Effectiveness of life	27.03	23.31	4.78***
Locus of control - I	21.62	19.37	3.52**
Locus of control - life	29.96	27.13	2.63*

Note: The level of significance: \*\*\* -  $p < 0.001$ ; \*\* -  $p < 0.01$ ; \* -  $p < 0.05$ .

The table shows that teachers with high levels of need for self-development are characterized as more sociable, active in social contact, optimistic, independent, and emotionally stable. They are more likely to seek new experiences, self-reliance and creativity in business. They are more characterized by a high level of satisfaction with the activity. These educators increasingly share universal values and believe in their own capabilities, and exhibit a higher level of meaningfulness of life.

Teachers with low self-development needs more careful, formal social contacts exhibit emotional instability and tendency to submission. In addition, they increasingly try to stick to the generally accepted tradition, often guided by others. They are at least expressed a creative focus and desire for independence in the activities. Teachers included in this group tend to increasingly underestimate their positive qualities and exhibit less high level of meaningfulness of life.

The results of analysis of the relationship need for self-development with the motives of professional development, personal characteristics self-actualization features of educators. Analysis of the relationship of selected indicators for the entire sample suggests the following: the more the teachers expressed the need for self-development, the more they tend to self-actualization, independence in activities to a greater extent their communication style with children can be described as developing. In addition, the higher level of the teachers in self-development needs, the more they are sociable, active in social contacts, emotionally stable, balanced, independent in their judgments and actions, tolerant of the mistakes of others, openness to new experience

and the higher level is they self-actualization and meaningfulness of life.

Comparing the two selected groups of teachers with different levels of need for self-development, we note the following peculiarity of correlations between this indicator and the individual characteristics of teachers. Indicator 'need for self-development' reveals more links in the group of teachers with high levels of need for self-development. Here we have a reason to say that the more pronounced need for self-development of the teachers, the more they realize the extent of activities performed public importance, tend to approach it creatively, exhibit flexibility in implementing their goals and relationships with others, and are also satisfied with self-realization.

Teachers with low self-development needs in this figure show a negative relationship with the only indicator - "acceptance of aggression." This correlation suggests that the fact that more than a specified group of educators expressed the need for self-development, the less they tend to take their anger and aggression as a natural expression of human nature.

In the study, we assume that the structure of motives of professional development will also have some differences in teachers with high and low need for self-development. The received results indicate that less than a teacher in a high need for self-development, expressed the desire for respect and appreciation of their actions on the part of management, the more they strive for professional growth, job satisfaction, and independence in the activities, creative expression.

In addition, teachers with high levels of need for self-development with the expressed desire for job satisfaction is increasingly sought and professional growth, focused on the theme of actuality of work, professional skill, but to a lesser extent tend to respect leaders. Motives of professional skills in teachers with high levels of need for self-development, on the one hand, raise the awareness of the social importance of the activities performed, quest for job satisfaction, on the other hand, determine the reduction in the desire for material reward, respect from management.

According to the results, the largest number of links in the teachers with low self-development needs has an index of such a motive professional self-development as "the desire to be creative." However, we must pay attention to the following features. The desire to be creative in teachers with low self-development needs lower than teachers with high needs for self-development. Then, we can say that the lower the teachers with low self-development needs in the desire to be creative, to a greater extent they

seek material reward, with respect to the management and colleagues.

The results of further study of the structure of motives of professional development of teachers. As a result, the factorization has been allocated five factors explaining 64.2 % of the total variance (Table - 2).

**Table 2 - Factor mapping structure of motives of professional self-development of teachers. Note. The table shows only significant factor loadings. The critical value of 0.35.**

Data	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
1	2	3	4	5	6
Satisfaction with activity			0.63		
Desire for professional mastery			0.66		
Desire for material reward		0.67			
Desire to respect the leads	0.74				
Desire to respect the colleagues	0.68				
Desire to prove himself	0.45				
Awareness of the social significance		-0.71			
Desire for maximum independence	-0.75				
Desire to be creative	-0.45				
Motives of own labor				-0.88	
Motives for social significance of labor				0.66	
Motives of self-affirmation in the work					0.95
Motives of professional mastery		-0.59			
Proportion of total variance	16.4	14.3	11.4	11.1	11

Since the majority of extracted factors are bipolar, then we used the procedure to detect the nature of the placement of teachers with different levels of need for self-development axes extracted factors (Table - 3).

**Table 3 - Values of the axes allocated factors in teachers with different levels of need for self-development**

Level of need for self-development	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
High	-16.91	-8.6	-5.07	9.86	2.63
Low	17.02	6.63	2.39	-10.79	6.63

**Conclusion.** Analyzing the obtained results, we can conclude that the structure of motives of professional development is quite versatile as educators with high-and low- self-development needs.

For teachers with high levels of need for self-development, are characterized by a desire for independence in work, creativity and professional skills. They are aware of the social importance of the activities performed and less inclined to assert themselves in the activities.

Teachers with low self-development needs expressed desire for recognition of their services on the part of supervisors and colleagues. In the process of professional development they expressed motives of their own labor, that is, for them is largely attractive immediate constituent work and they are more inclined to assert themselves in the process of interaction with children. At the same time, the data in the structure of motivation of teachers is significant enough motive material remuneration. Data obtained using factor analysis confirms the results of the correlation analysis.

Next, we studied the representation of teachers' professionally important qualities of personality. On the basis of the material obtained were analyzed beliefs of teachers of the perfect professional image and self-esteem relevant STC

Data obtained using the T-criteria of student indicate that teachers with different levels of need for self-development are characterized by differences in the manifestation of the perfect professional image and actual self professionally important qualities.

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