Gandabura O.V.[1]
Theoretical Principles of Formation of Future Primary School Teachers' Motivation

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Abstract. The article deals with the problem of the definition of a notion "motivation" as a general scientific concept. The problem of motivation in the current stage of scientific development is interdisciplinary in nature: it is regarded in psychology, pedagogy, sociology, philosophy, history, biology, management theory and others. In modern science there are from fifty to two hundred theories of motivation, which reflect different views on such things as a need, a motive, motivation, interests, inclinations, purposes. Nowadays in the psychology of motivation there is a sustained statement that approaches to the study of motivation complement each other and thus can be combined. This takes into account that all the possible conflicts between them can be eliminated, paying attention to the study of special conditions under which one or the other principle regulates an activity. There are two approaches to the definition of "motivation". The first approach considers motivation as a combination of factors and motives, this concept can include all kinds of inspirations: motives, needs, interests, aspirations, goals, desires, and ideals. The followers of the second approach determine motivation as not a static but dynamic concept, as a process, a mechanism. In terms of tasks solved in our present study, we support the view of the proponents of the first approach to the issue in question, namely the primary school teachers' motivation can be regarded as a hierarchical system of motives which impel them to the active teaching and learning activities, personal and professional self-improvement. As for the formation of motivation it is a prolonged process connected with a personality's development as a whole. Forming the motivation you need to take into account the internal needs of a person rather than situational needs. Some scholars offer a method of the formation of motivation, which holds in several stages: motivation updating, formation of goals and intentions, implementation of intentions and post-realization.

Keywords: a primary school teacher, motivation, a motive, a hierarchical system of motives, needs, interests, goals.

Social, economic, political and moral transformations in Ukraine demonstrate that their effective implementation requires the improvement of theoretical and practical training of highly qualified specialists. In this regard, the search of internal resources of improvement of the effectiveness of future primary school teachers' educational and professional activities is of particular importance. These internal sources of a person's activity in the process of acquiring knowledge and skills necessary for further education, self-education, future career and professional self-development are motives, needs, interests, aspirations, attitude to learning. Education optimization in the system of higher education involves the purposeful formation of positive attitude to acquiring knowledge of young people. Learning, as any conscious activity, is a consequence of people's aspirations realization to meet their needs. During the process of training, future teachers are not only objects of influence, but also process owners who are encouraged by the available educational, professional interests and other motives. In other words, motivation of a future primary school teacher's personality is a fundamental component of their commitment to educational and professional activities.

Even a highly skilled teacher will not reach the desired result in the professional activity if his or her efforts are not coordinated with the motivational function of the process of this activity. The successful solution to the problem of motivation has a significant impact on the quality of future teachers' training. Therefore, the research of the motivational sphere of a personality as a factor of the educational professional activity effectiveness is one of the most topical scientific challenges.

Scientific study of the causes of human activity, its determination was initiated by the great thinkers of antiquity, such as Aristotle, Heraclitus, Democritus, Lucretius, Plato and Socrates. The materialists of late 18th century E. Condillac, P. Holbach, K. Helvetius paid particular attention to the needs as the main sources of human activity. In the 20s of XX century it was appeared the theories of motivation that relate only to a person (K. Lewin, G. Allport, M. Lange, N. Vaytonis). As an independent scientific problem the question of motivation, motives and needs has been discussed in psychology and pedagogy relatively recently – in the first quarter of the XX century. Since then, a number of different views on the nature of motivation have appeared – from the purely biological to the socio-economic and philosophical.

Methodological principles of motivation study have been stated in the works of Ukrainian and Russian educators and psychologists. They regard motivation as one of the core structures of a personality. In particular, the interdependence of external and internal conditions of a personal development and motivational sphere has been investigated by S.L. Rubenstein, L.S. Vygotsky, V.M. Myasishchyev, O.M. Leontiev, and B.G. Ananyev. Changes in motivation development and formation are described in the works of E.P. Ilyin, Y.M. Orlov, V.K. Vilyunas, D.B. Elkonin, Y.V. Sharov, P.M. Yakobson and G.S. Kostyuk. The sources of motivation are discussed in the works of V.G. Aseev, I.A. Dzhydaryan, S.S. Zanyuk, O.G. Kovalyov, Y.M. Kulyutkin, V.S. Merlin, G.S. Sukhobska and others. European and American scholars have investigated the problem of motivation too, such as J. Atkinson, D. Hall, K. Lewin, W. McDougall, A. Maslow, G. Murphy, J. Nuttin, P. Fraisse and others.

The goal of this article is to identify the main theoretical approaches to the study of motivation as a psychological and educational category, to carry out the analysis of the essence of the concept "motivation" and "motive".

In psychology the terms "motive", "motivation" are often used, but they have quite a wide range of meanings. Many researchers (L.I. Bozhovych, S.L. Rubinstein) consider a motive as a special type of stimulating agent, which is in charge of human behaviour, and motivation is considered as a concept that explains the sequence of behaviour directed at a specific target.

Some authors (O.M. Leontiev, A.V. Petrovsky, D.M. Uznadze, etc.), having analyzed human needs, provide them with the main importance in searching sources of motivation. There is a view that motives as a phenomenon of a person's inner life, is similar to the concept of needs (K.K. Platonov). In general, the researchers believe that the particular features of behavioral motivation are determined by that where the causes of this behaviour output. A.K. Markova, S.L. Rubinstein, P.M. Yakobson hold a view that according to the general theories of motivation this concept is not a mechanical, statistical amount of specific motives, and is regarded as the dynamic impulse of different level and plan in the real, complex relationship of motives [8; 11; 14].

Views on the nature and origin of human motivation have been changed repeatedly throughout the time of researching this problem, but always set between two philosophical trends: rationalism and irrationalism. According to the rationalist view, and it was especially clear in the works of ancient philosophers and theologians until the middle of the XIX century, a person is a unique creature that has nothing in common with animals. It is believed that a person is the only endowed with intellect, thought and consciousness, has freedom of choice and freedom of action. The motivational source of human behaviour seems only in the intellect, consciousness and will of a person.

Irrationalism as the doctrine applies mainly to research of animals. It confirms that the behaviour of an animal as opposed to a person, is not free, unintelligent, guided by dark, unconscious biological forces originated in organic needs.

In modern psychology there are about fifty theories of motivation, which reflect different views on such things

as a need, a motive, motivation, interests and inclinations. There are such groups of theories of motivation in psychology [4]:

1. Need theories of motivation. These are the first theories of motivation that gave special importance to needs as major sources of human activity. To these theories belong the theories of Aristotle, Heraclitus, Democritus, Lucretius, Plato and Socrates. These thinkers considered "need" as a teacher of life. Democritus, for example, saw a need as the main driving force that not only deployed human emotional experience, but also made a person's mind subtle, helped form the language, speech and habit of work [1].

Aristotle made a significant step forward in explaining the mechanisms of human behaviour. He believed that aspirations are always associated with a specific objective, in which an object, useful or harmful to the body is presented [1].

Dutch philosopher B. Spinoza, French materialist of the 18th century P. Holbach also emphasized a certain role of a need in human life. P. Holbach believed that needs were the driving factor of our passions, will, mental activity [6].

In 20's and the next years of the XX century in Western psychology there appeared theories of motivation, which described a human behaviour, related to needs: theories of K. Lewin, G. Allport, G. Murray and A. Maslow. An American professor of psychology A. Maslow made an important contribution to the research of the problem of needs. He developed a theory of human needs and created a pyramid of needs. The fundamental thesis of his theory is the assertion of the necessity to study a person as a universal, unique, organized unity. A. Maslow believes that since birth a person has consistently received the following seven classes of needs related to complex hierarchical dependence: 1) physiological needs for food, water, heat, rest, accommodation, etc.; 2) needs for safety (stability, job, security); 3) needs for affection, love, communication; 4) needs for respect and evaluation (prestige, status, recognition, understanding, dignity); 5) needs for self-improvement and self-actualization (the desire to use their capabilities, the need for success); 6) informative or cognitive needs (interest, knowledge and understanding of the world); 7) aesthetic needs (beauty, harmony, accuracy, consistency). All these needs, according to A. Maslow, are arranged in the pyramid, which is based on physiological needs, and on the top of this pyramid there are aesthetic needs [9]. According to this pyramid a person is motivated to achieve self-realization as soon as he or she meets physical, social and security needs.

2. Behaviourist theories of motivation. Apart from biological theories of human needs, instincts and drives in the early XX century there appeared a new trend, driven not only by C. Darwin's evolutionary theory, but also by I. P. Pavlov's discoveries. This is behaviourist theories of motivation. The representatives of this group of theories explained human behaviour with the help of the scheme "stimulus – response" and believed that the term "motivation" is generalized and not scientific. In accord with their views motivation is needs, desires that have purely physiological nature. Behaviourists do not have a problem of motivation, as they have found that the dynamic condition of behaviour is a body's reactivity, i. e., its ability to re-

spond to stimuli. Although it is noted that a body does not always respond to a certain stimulus, that is why such factor called motivation was introduced, it explains the difference in reactivity. Therefore, motivation began to be explained as a state whose function is to reduce the reactivity threshold to some stimuli. From behaviourist point of view motivation cannot be without an objective. Moreover, the stronger the need or desire to achieve a goal, the more successful will be its achievement. But this involves many factors, such as individual temperament, education and self-perception.

3. Cognitive theories of motivation. In modern psychological conceptions of motivation cognitive approach to motivation is preferred, which emphasizes the phenomena associated with consciousness and knowledge of a person. In these theories a concept of social needs, life goals, cognitive factors, values, success expectation, failure fear are the most commonly used.

In the opinion of cognitive psychologists motive availability makes an individual sensitive in cognitive areas associated with the motive. The impulse to action can occur not only under the influence by emotions, but also by knowledge (cognitions), in particular their consistency or inconsistency. L. Festinger first drew attention to this factor and researched it by developing an appropriate theory. The main principle of his theory of cognitive dissonance is the claim that the system of human knowledge about the world and about them must be agreed.

In the late 19th century William James identified several types of decision-making (intention formation, desire for action) as a motivational conscious deliberate act. Objects of thought that contribute to the final decision, he calls motives of this decision [4].

In the second half of the XX century it was appeared motivational conceptions of J. Rotter (1954), G. Kelly (1955), H. Heckhausen (1955), J. Atkinson (1964), D. MacClelland (1971) in which consciousness is recognized as a driving force in the determination of human behaviour. In most foreign motivational conceptions a central psychological process that explains the behaviour is the decision-making.

4. Psychoanalytic theories of motivation. These theories primarily include Sigmund Freud's teaching on the unconscious and human impulses (1895). Trying to understand social behaviour of a person similar to the behaviour of animals, S. Freud and W. McDowell attempted to reduce all forms of human behaviour to innate instincts. In S. Freud's theory there were three instincts: a life instinct, a death instinct and an aggression instinct.

If W. James associated motivation with a conscious decision-making, then S. Freud and his followers believed that the unconscious played crucial role in the determination of human behaviour.

In 1923 W. McDowell developed a similar theory. He identified eighteen human instincts: an invention instinct, a building instinct, a curiosity instinct, an escape instinct, a gregarious instinct, a reproductive (parental) instinct, a disgust instinct, a self-affirmation instinct, etc. Every instinct corresponds to a certain emotion that transforms into a feeling that is a disposition to an action. In this theory it was attempted to explain the human behaviour by striving for achieving goals that inherent in his or her psychophysiological organization.

5. Biologized theories of motivation. In these theories the term "motivation" is used to explain the causes of a body's activity. This group includes J. Nuttin's teaching, in which it is determined that a body can be in two states: active and inactive. At the transition from inactivity to activity a body requires an impelling force, which is motivation [10]. J. Nuttin's theory of motivation combines the advantages of behaviourist, psychodynamic, humanistic and cognitive approaches. The key point of this theory is the future prospect as a space in which a cognitively processed motivation of a human activity is built. This is the time dimension, which is related to a person's ability to set and carry out long-term goals. The researcher assures that the very future is a space of motivation.

Y.P. Ilyin has defined as a separate group of motivation theories of the Soviet scholars [5, 13]. In 20's of the XX century and later motivation issues were studied by V.M. Borovsky, N.Y. Voytonis who defended biologized point of view.

In his works L.S. Vygotsky also paid attention to the problem of determination and motivation of human behaviour, the proportion of aspirations and interests. He believed that interests are not skills. In his work "The history of higher mental functions" L.S. Vygotsky considers "the struggle of motives" [3]. He was among the first to begin to separate between a motive and impulse speaking on involuntary motivation. The scholar believes that the human behaviour is determined by situations and, on this basis, the key to master the behaviour is in acquiring situations. A person with the help of consciousness actively searches for incentives that can transform into an effective system of individual motives that cause the appropriate actions. In such a way a person at the highest levels of his or her organization carries out "self-motivation".

In 40's of the XX century D.M. Uznadze researched motivation, identifying a need as a source of activity. D.M. Uznadze regarded a need as something that was very important for a person but which was absent at the moment [13].

The issue of motive awareness was thoroughly developed in O.M. Leontiev's theory of objective activity [7]. Sense formation process as a special motivational form of objectivity demonstration is considered as a mechanism of motive awareness. And a "personal sense" occurs as a "motivational component" of the consciousness, by which motivational processes are illustrated. Examining the motivational side of activities, the researcher indicates the existence of unconscious components (motives) and conscious components (goals, aspirations). Describing the structure of personality O.M. Leontiev focuses on motivational lines and motive hierarchization.

An important contribution to the research of human motivational sphere is given by S.L. Rubinstein. He considers the issue of motivation in a broad sense as mental determination in general. S.L. Rubinstein specified the stages of emergence of motives, the dynamic trends, decision making, goal setting (so-called stages of the motivational process), affirming that motives and dynamic tendencies are the nucleus of a personality [11].

Nowadays in the psychology of motivation there is a sustained statement that approaches to the study of motivation complement each other and thus can be combined. This takes into account that all the possible conflicts be-

tween them can be eliminated, paying attention to the study of special conditions under which one or the other principle regulates an activity.

There are two approaches to the definition of "motivation". The first approach considers motivation as a combination of factors and motives, this concept can include all kinds of inspirations: motives, needs, interests, aspirations, goals, desires, and ideals. The followers of the second approach determine motivation as not a static but dynamic concept, as a process, a mechanism. However, in both cases motivation serves as a secondary phenomenon in relation to a motive. Moreover, in the second case motivation is a means of realization of already present motives.

Different approaches of psychologists and educators-practitioners to the definition of "motivation" primarily indicate the nature of motivation as a multileveled regulator of human life activity and behaviour.

In terms of tasks solved in our present study, we consider the view of the proponents of the first approach to the issue in question, namely the primary school teachers' motivation can be regarded as a hierarchical system of motives which impel them to the active teaching and learning activities, personal and professional self-improvement.

As for the formation of motivation it is a prolonged process connected with a personality's development as a whole. Forming the motivation you need to take into account the internal needs of a person rather than situational needs. Some scholars offer a method of the formation of motivation, which holds in several stages: motivation updating, formation of goals and intentions, implementation of intentions and post-realization [2, 117].

Some psychologists [12] distinguish several mechanisms of motivation formation, namely:

– Motivational shift, i. e. motivation formation by shifting to the object the features which are peculiar to another object;

– Motivational conditioning, based on direct sensory reflection. Emotionally neutral object is given some emotionally supported values;

– Motivational mediation, carried out with the help of certain ideas on events generated by verbal information. In this case, direct sensory influences are not used, but only arguments.

Apart from these mechanisms of motivation formation there are also other mechanisms of a personality development that affect the development of the motivational sphere of a person, such as psychic contagion (direct transfer of emotional states from one person to another), imitation (reproducing actions, ideals, character traits, behaviour of another person), empathy (the ability to come into another person world), identification (conscious or unconscious identification with another entity, borrowing and carrying over its significant characteristics), social memory and social thinking (maintenance and updating the regulations, rules of conduct, duties, etc.), reflection (a person's study of himself/herself) and self-regulation (person's constant internal evaluation of his or her behaviour, its correlation with other people's assessment of this behaviour and on this basis the adjustment of the following actions and acts).

In choosing incentives it is necessary to take into account the beliefs, values, worldview of each individual student and to involve them in the work, paying attention to these factors. Therefore it is quite clear that the knowledge of psychological characteristics of an individual student allows finding practical ways of forming his or her positive motivation for learning.

To sum up, we have come to the conclusion that motivation is a whole range of factors that direct and motivate human behaviour. During the evaluation of scientific studies and theories of motivation, we have noted that there are two approaches to the definition of "motivation". Based on these approaches, we have defined that primary school teachers' motivation is a hierarchical system of motives which impel them to the active teaching and learning activities, personal and professional self-improvement.

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Гандабура О.В. Теоретические принципы формирования мотивации будущих учителей начальных классов

Аннотация. В статье рассматривается проблема определения понятия "мотивация" в качестве общего научного понятия. Проблема мотивации на современном этапе развития науки имеет междисциплинарный характер: она рассматривается в психологии, педагогики, социологии, философии, истории, биологии, теории менеджмента и других науках. В современной науке существует от пятидесяти до двухсот теорий мотивации, которые отражают различные взгляды на такие понятия как потребность, мотив, мотивация, интересы, склонности, цели. В настоящее время в психологии мотивации существует устойчивое утверждение, что подходы к изучению мотивации дополняют друг друга и таким образом могут быть объединены. При этом учитывается, что все возможные противоречия между ними могут быть устранены, обращая внимание на изучение специальных условий, при которых тот или иной принцип регулирует деятельность. Существуют два подхода к определению понятия "мотивация". Первый подход рассматривает мотивацию как совокупность факторов и мотивов, это понятие может включать в себя все виды побуждений: мотивы, потребности, интересы, стремления, цели, желания и идеалы. Последователи второго подхода определяют мотивацию не как статическое, а динамическое понятие, как процесс, механизм. С точки зрения задач, решаемых в нашем настоящем исследовании, мы придерживаемся мнения сторонников первого подхода к данному вопросу, а именно мотивацию учителей начальных классов можно рассматривать как иерархическую систему мотивов, которые побуждают их к активному обучению и учебной деятельности, личного и профессионального самосовершенствования. Что касается формирования мотивации, то это длительный процесс, связанный с развитием личности в целом. Формируя мотивацию, нужно учитывать внутренние потребности человека, а не ситуационные потребности. Некоторые ученые предлагают методику формирования мотивации, которая осуществляется в несколько этапов: актуализация мотивации, формирование цели и намерений, осуществление намерений и постреализация.

Ключевые слова: учитель начальных классов, мотивация, мотив, иерархическая система мотивов, потребности, интересы, цели.