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**PROFESSIONAL MOTIVATION AS A PEDAGOGICAL CONDITION FOR  
THE DEVELOPMENT OF PROFESSIONAL AND PEDAGOGICAL  
COMPETENCE OF TEACHERS OF MEDICAL UNIVERSITIES  
ПРОФЕСІЙНА МОТИВАЦІЯ ЯК ПЕДАГОГІЧНА УМОВА РОЗВИТКУ  
ПРОФЕСІЙНО-ПЕДАГОГІЧНОЇ КОМПЕТЕНТНОСТІ ВИКЛАДАЧІВ МЕДИЧНИХ  
УНІВЕРСИТЕТІВ**

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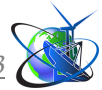
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**Abstract.** *The success of a teacher's professional activity is determined by his motivation for his own continuous professional development. In the process of the teacher's personal professional development, internal and external personal professional identity is formed, internal means of professional activity are formed and improved. Motivation, as a psychological factor, acts as a means of self-development, self-improvement and self-realization of the teacher's personality. Personal motivation for professional activity performs motivational, organizational, regulatory and corrective functions. Management of the teacher's motivation ensures the creation of optimal conditions for the acquisition and improvement of professional-pedagogical competence based on a complex of interrelated organizational-pedagogical and scientific-methodical measures. It is important to take into account the individual needs of the teacher, his individual educational trajectory and finding out about his professional career, as well as the requests and expectations of society and the educational institution.*

**Key words:** *teacher, motive, motivation, continuous professional development, competence, medical university.*

### **Introduction.**

The basis of the educational and pedagogical process in higher education is scientific and pedagogical personnel, the quality of which depends on the level of education. Until the 1980s, teachers of higher education institutions had a high social status, salary and authority in society. Talented young people aspired to pursue a scientific or teaching career. With the development of market relations, the curtailment of state funding of higher education, etc., the status of a teacher began to decline rapidly, which led to a decrease in the attractiveness of scientific and pedagogical work, a decrease in the social security of teachers with a significant increase in the teaching load. A mass outflow of qualified scientific and pedagogical personnel from higher education institutions has begun. In addition, the teacher should combine extensive classroom work with scientific, educational and organizational activities. This limits the deepening of specialization, the realization of professional and scientific interests of teachers, negatively affects the quality of teaching, and therefore significantly reduces the motivation of educational and pedagogical activities. The saying that "personnel decides everything" remains relevant. According to the definitions of psychologists, each person has certain needs

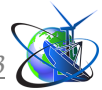


that force him to perform certain actions. Collectively, such actions are called motivation. A person's attitude to his work is no exception. Each potential employee has his own motives when choosing a profession and place of work. For some, such motives are limited to the desire to obtain means of living. Others have broader motives, such as gaining new experience, learning a new profession, gaining access to certain social privileges, etc. That is, motivation forces us all to act.

### **Main part.**

The availability of qualified scientific and pedagogical personnel, their awareness of the need to modernize higher education is a necessary condition for its reform and approximation to European values. Meanwhile, the teaching load of teachers in Western universities is more than two times lower than in Ukrainian ones, while the salary is six times higher. The Ministry of Education and Science of Ukraine, striving to join the European scientific and educational space, has taken a number of actions in this direction. The teaching load of teachers was reduced, the order of the Ministry of Education and Science "On approval of the Procedure for awarding academic titles to scientific and scientific-pedagogical workers" was adopted (although, without provision of appropriate resources and implementation conditions). From now on, the key indicators of the achievements of scientific and pedagogical personnel are certificates of language proficiency in EU countries and internships in them, publications in publications included in the scientometric databases Scopus and Web of Science, etc. Fulfillment of these provisions requires significant financial resources and is not available for average teachers, as well as obtaining the corresponding grants. So, the main reasons that undermine the motivation regarding the professional activity of teachers are material problems. The authoritative scientist V. Myasishchev claimed that the results achieved by a person depend only 20-30% on his intelligence, and 70-80% on the motives that prompt him to act [1, 2]. Therefore, such a specialist who wants and strives achieves greater success than not only can. Despite the significant attention of scientists to the problem of motivation, the issue of motivation of teachers of vocational education institutions for continuous professional development remains insufficiently researched and needs to be studied. The word "motivation" (from the Latin *movere* - to move) was first used by the German philosopher A. Schopenhauer in the article "Four Principles of Sufficient Reason" (1900-1910), after which it became widely used in psychological literature. Currently, there are about 50 theories of motivation in foreign psychology, which confirms the multifacetedness of this phenomenon. A. Maslow made his contribution to motivation research (hierarchical system of human needs: physiological, safety, social, respect and self-expression, self-realization); D. McClelland (the theory of three needs: success (achievement motivation), affiliation (affiliation motivation), power (power motivation)); F. Herzberg (factors of influence and two-factor theory: hygienic factors and motivation); V. Vroom (theory of expectation).

Despite the significant attention of scientists to the problem of motivation, the issue of motivation of teachers of higher education institutions for continuous professional development remains insufficiently researched and needs to be studied. The psychological explanatory dictionary interprets the concept of "motive" (fr.



motif) as a motivation for activity related to the satisfaction of the subject's needs. Motivation is a set of external or internal conditions that cause the subject's activity and determine its direction. This is a certain force that forces people to act and achieve their goals; the incentive that makes us work hard and pushes us to succeed. It can also be said that it is motivation that forms many aspects of human behavior that are responsible for performing certain actions. Motivation is the driving force of human activity to achieve a specific goal, and in the educational field - to ensure its quality. According to A. Maslow, the need for self-realization is the highest of all human needs and actually appears as an actual stimulus and motivation for human actions and behavior only under the condition of full satisfaction of those needs that precede it. At the same time, the author considers the ability to self-realization as natural, which is always characteristic of a person, and the opportunity to satisfy this need belongs to a "prosperous", "developed" personality. Thus, it can be argued that a person with a mature motivation for professional improvement has a developed structure of motives at the base of which are satisfied needs and aspirations for self-realization.

Speaking about types or types of motivation, experts often divide it into:

1. Internal motivation is a motivation that comes from the person himself and is caused by an internal desire to achieve a certain goal or satisfaction from the work process itself. This type of motivation can be more powerful and sustainable because it does not depend on external circumstances.

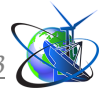
2. External motivation is motivation that comes from external factors, such as rewards, punishments, social status, or the expectations of other people.

3. Extrinsic motivation can be useful in stimulating certain actions, but it is usually less effective than intrinsic motivation.

4. Introverted motivation is motivation that comes from the desire to satisfy inner needs and passions. People with this type of motivation may be more oriented towards self-actualization and inner harmony.

5. Material motivation is motivation that comes from a desire to obtain a material reward, such as money

Internal motivation is a form of motivation that consists of personal or internal desires and the whole person. A similar type of motivation is caused by personal interest in the process of achieving a goal, or satisfaction with the final result of one's work. For example - *achievements*. We strive to achieve goals and solve new tasks. We want to improve our skills and prove our competence both to others and to ourselves. As a rule, this feeling is inherent in its nature. *Personal growth*. The need for self-improvement is truly intrinsic motivation. The desire to increase our knowledge about ourselves and the world around us can be a very powerful form of motivation. We strive to learn and grow as individuals. The motivation for personal growth can also be seen in the desire for change. Many of us are initially limited by the parameters and knowledge that were laid down during upbringing or basic education. But, the motivation of personal growth, stimulates us to improve these basic criteria and learn new things, evolving as a person. *Striving for power*. The desire for power can take the form of control over one's own life or control over the surrounding people. In the first case, a person achieves success and the opportunity to



live life the way he wants. In other cases, the desire for power over others can force a person to do actions that are not the best from the point of view of law and morality. However, this form of motivation is very strong, and as can be seen from the history of mankind, it is very common.

In contrast to intrinsic motivation, extrinsic motivation occurs from outside the individual. Common extrinsic incentives are rewards such as money and privileges, coercion, and the threat of punishment. Simply put, extrinsic motivation is the stimulus that comes to us from other people or circumstances. An example of external motivation can be a reward (material and non-material). Many people, knowing that they will be rewarded in some way, are ready to work very hard and perform even the most difficult tasks. Motives of fear are associated with consequences. This type of motivation is often used when a reward method is not possible or does not work. Fear of punishment is a really powerful incentive to work very hard. Motivation includes not only motives and actions related to the realization of motives, but also situational factors (influence of fellow teachers, family environment, specifics of pedagogical activity, educational institution, situation, etc.)

I. Androschuk singles out *three main vectors* of motivation: self-directedness (presupposes self-realization and self-affirmation of the teacher as the main goal); focus on others (the priority task is to ensure comfortable conditions for others, such as students); focus on the task (the driving force is the implementation of the assigned task). There are many different motivational techniques that can be used in practice to maintain your motivation and achieve your goals. Here are some practical motivation techniques:

1. *Setting a goal.* Defining a specific goal helps to focus on the result and increase motivation to achieve this goal. The goal should be realistic but challenging enough.

2. *Development of an action plan.* Developing an action plan helps structure the process of achieving a goal and establishes specific steps that must be taken to achieve that goal.

3. *Setting deadlines.* Setting specific deadlines helps create pressure and discipline to complete tasks on time.

4. *Visualization of success.* Visualizing a successful goal can be a motivational tool because it helps you visualize yourself in a successful state and increase your motivation to achieve that goal.

5. *Awards and praise.* Rewards and praise for achieving certain results can be a powerful motivational tool. They show that your efforts have been noticed and appreciated, which increases motivation for further work.

6. *Continuous development.* Continuous development and acquisition of new knowledge can also be motivational factors. It helps to maintain interest in work and develop professional skills.

The professional competence of a teacher is a set of personal qualities, knowledge, and skills that ensure a high level of self-organization of professional activity and its results. R. White in the publication "Review of motivation: the concept of competence" interprets the concept of "competence" as one that unites a set of individual actions from the simplest to creativity, the purpose of which is to



increase the competence and efficiency of the individual. The force that determines an individual's desire for competence is motivation due to a sense of one's own effectiveness. This kind of motivation works for a teacher when he has a desire for efficiency, competence and mastery. It is also worth noting that competence is "a special type of organization of subject-specific knowledge that makes it possible to make effective decisions in the relevant field of activity. Knowledge must meet the following requirements: diversity (multiple different knowledge about different things); structuredness; flexibility; efficiency and availability; ability to apply knowledge in new situations; categorical nature of knowledge; possession of not only declarative, but also procedural and constructive knowledge; reflections, that is, knowledge about the breadth and depth of one's knowledge" [5, 6]. "Competence", according to the definition in the Law of Ukraine "On Higher Education", is a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, worldview and civic qualities, moral and ethical values, which determines a person's ability to successfully carry out professional and further educational activity and is the result of studying at a certain level of higher education [7]. And the professional competence of a teacher is a special competence in the field of the discipline being taught; methodical competence in the field of formation of knowledge, abilities and skills; psychological-pedagogical competence in the field of motives, abilities, orientation. What are the components of professional competence? N. Kuzmina believes that the structure of professional competence can include the following basic elements:

- special competence in the field of discipline being taught;
- methodical competence in the field of means of formation of knowledge, abilities, skills, competence;
- psychological and pedagogical competence in the field of educational process;
- differential psychological competence in the field of methods, abilities, orientation of students;
- reflective or autopsychological competence.

Thus, the main motive of a teacher should be to achieve a high level of professional competence not only for his own professional self-improvement. The main motive should be the following attitude: the teacher must succeed in order for the students to succeed, and the students must succeed in order for the state and society to succeed. To ensure the success of a pedagogical worker, continuous professional development is necessary, the need for professional growth throughout his entire activity. The worldview of "professional development" is characterized as the growth of professional achievements as a result of the accumulation of new and systematic review of already existing experience. The professional level of a teacher depends on the knowledge he acquires in higher education institutions and within various professional development programs; practical knowledge acquired during pedagogical activities is the most important for the teacher, as well as those acquired through critical thinking, based on the analysis of one's own activity, the activity of colleagues, and during practical research. Postgraduate continuing education contributes to the purposeful, versatile development of the teacher's personality and changes depending on the needs of the educational field.



## Conclusions.

The motivational competence of a teacher is one of the essential characteristics of a teacher, which contributes to his successful professional activity. Only by understanding what forces a teacher to act, what motives are at the basis of his professional activity, it is possible to develop an effective system of forming the teacher's motivational competence.

It is worth noting that insufficient motivation in the current conditions becomes a limiting factor that does not allow the teacher to realize his potential in practice and gives rise to mass alienation of people from pedagogical activities, a decrease in social activity, impersonality, complacency, inertia, indifference. Appropriate motivation will make it possible to increase the effectiveness of the teacher's activities, improve his competitiveness by means of continuous improvement of professional knowledge, abilities and skills, because a dissatisfied employee does not perform his work well, loses self-confidence, health, and desire to work, as a result of which the reputation and prestige of pedagogical activity is lost.

Teachers with a high level of motivation are usually receptive to pedagogical innovations, confident in the success of their activities, show perseverance in achieving the goal, and get satisfaction from the results of their work.

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***Анотація.** Успішність професійної діяльності викладача детермінується його мотивацією до власного неперервного професійного розвитку. У процесі особистісного професіогенезу викладача відбувається формування внутрішньої та зовнішньої особистісної професійної ідентичності, формуються та удосконалюються внутрішні засоби професійної діяльності. Мотивація, як психологічний чинник, виступає засобом саморозвитку, самовдосконалення та самореалізації особистості педагога. Мотивація особистості до професійної діяльності виконує спонукальну, організаційну, регуляторну та корегувальну функції. Управління мотивацією викладача передбачає створення оптимальних умов для набуття та удосконалення професійно-педагогічної компетентності на основі комплексу взаємопов'язаних організаційно-педагогічних і науково-методичних заходів. Важливим є урахування індивідуальних потреб педагога, його індивідуальної освітньої траєкторії та уявлень про професійну кар'єру, а також запитів і очікувань суспільства і навчального закладу.*

***Ключові слова:** викладач, мотив, мотивація, неперервний професійний розвиток, компетентність, медичний університет.*

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