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MOTIVATIONAL MECHANISMS IN THE WORK OF TEACHERS IN THE MODERN EDUCATIONAL SPACE

Abstract: the article discusses the issues related to the motivation of teachers in the modern education system. It highlights the importance of developing and implementing effective motivational strategies for teachers, which is crucial for improving the quality and competitiveness of educational institutions. With a strong and well-supported motivation system, teachers can fully realize their professional potential, focusing not only on students' academic achievements, but also on their personal growth, values, and individual characteristics.

Keywords: motivation of teachers, motivational mechanisms, educational space, professional activity, labor stimulation, personnel management, teaching staff, professional burnout.

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МОТИВАЦИОННЫЕ МЕХАНИЗМЫ В РАБОТЕ ПЕДАГОГОВ В СОВРЕМЕННОМ ОБРАЗОВАТЕЛЬНОМ ПРОСТРАНСТВЕ

***Аннотация:** в статье рассматриваются вопросы, связанные с мотивацией педагогической деятельности в современном образовательном пространстве. Освещаются вопросы развития и актуализации мотивационных механизмов работы педагогов, что представляет собой ключевое условие для повышения эффективности и конкурентоспособности образовательных организаций. При наличии четко сформированной и поддерживаемой системы мотивации педагог сможет эффективно реализовывать свой профессиональный потенциал, уделяя внимание не только предметным результатам обучающихся, но и их личностному развитию, ценностным ориентирам и индивидуальным особенностям.*

***Ключевые слова:** мотивация педагогов, мотивационные механизмы, образовательное пространство, профессиональная деятельность, стимулирование труда, управление персоналом, педагогический коллектив, профессиональное выгорание.*

The modern educational environment is characterized by dynamic transformation of pedagogical activity, which is manifested in increased requirements for teacher professionalism, competence, and ability to adapt to new sociocultural challenges. Increased social responsibility and heightened societal expectations lead to increased workloads and emotional stress for educators. In these conditions, the effective motivation system becomes not just a personnel management tool, but a strategic resource for improving the quality of education.

The complexity of teacher motivation management lies in the specifics of pedagogical work, which combines creative, communicative, and organizational components. According to research, teacher motivation is a complex personal characteristic that includes both internal (self-realization, professional interest) and external (material incentives, career growth) aspects. Traditional motivation methods based solely on material incentives often prove ineffective, necessitating the development of innovative approaches based on understanding the essence of pedagogical work.

This study aims to identify dominant motivation types among modern teachers and develop a comprehensive motivation system that considers the specifics of pedagogical activity in the current educational environment.

The theoretical analysis allows us to examine teacher motivation through several fundamental approaches. According to the needs-based approach (A. Maslow), teacher motivation stems from the satisfaction of basic physiological, safety, social, respect, and self-actualization needs. Modern educators are characterized by a focus on higher-level needs such as self-realization, recognition, and professional growth. A particular interest arises from the typology of motivation proposed by V.I. Gerchikov, which identifies five main types of employee motivation, shown at table 1.

Table 1

Types of Teacher Motivation According to Gerchikov's Classification

Motivation Type	Characteristic	Preferred Incentives
Professional	Interest in content, desire for complexity	Creative tasks, professional growth opportunities
Business	Focus on results and rewards	Performance-based bonuses, recognition

Patriotic	Striving for common goals, team involvement	Public recognition, status symbols
Avoidant	Desire to minimize effort	Guaranteed salary, stable conditions
Master's	Need for independence and responsibility	Autonomy in decision-making, project leadership

A significant problem in the educational environment is professional stagnation of teachers. The factors that contribute to this include a low level of aspiration, difficulty achieving the desired category, a lack of prospects for changing socio-professional status and tense relationships with management and colleagues. An important mechanism for overcoming these problems is the creation of a developing educational environment that stimulates continuous professional self-improvement.

V. Pugachev's general model of motivation allows us to view motivation as a cyclic process including need formation, searching for ways to satisfy these needs, goal setting and action, receiving rewards and satisfaction of needs. This model is useful for analyzing and designing motivational systems in educational organizations.

The empirical study was conducted from September to November 2024 and consisted of the following stages.

1. Theoretical analysis of psychological-pedagogical literature on teacher motivation issues.
2. Development of diagnostic tools, including a questionnaire to identify dominant motivation types based on Gerchikov's methodology, scale for assessing satisfaction with various aspects of professional activity and methodology for identifying factors that promote and hinder professional development.
3. Data collection through an online survey of teachers.
4. Statistical processing of results, including correlation and factor analysis.

The study involved 127 teachers from general education institutions in Krasnodar, including 84 school teachers and 43 teachers of secondary vocational education. The sample included representatives of different age groups (22–65 years) with varying work experience (1–40 years) and qualifications. Research data shown at table 2.

Table 2

Distribution of Motivation Types Among Teachers

Motivation Type	Number of People	Percentage	Characteristics
Professional	43	34.2%	Focus on interesting tasks, self-realization
Business	28	22.1%	Focus on results and rewards
Patriotic	19	15.0%	Team orientation, common goals
Avoidant	28	22.1%	Minimizing effort, stability
Master's	9	6.6%	Striving for autonomy and responsibility

The data obtained indicate a polarization of the teaching community – along with a significant proportion of teachers focused on professional growth (34.2%), more than 22% demonstrate an avoidant motivation type, which is characterized by minimal activity and desire to reduce effort.

Correlation analysis revealed a relationship between motivation types and various factors.

Professional motivation type positively correlates with participation in methodological work ($r = 0.42$), professional development ($r = 0.38$) and innovative activity ($r = 0.51$). Avoidant motivation type correlates positively with work experience over 20 years ($r = 0.39$) but negatively with participation in professional competitions ($r = -0.47$).

The most significant demotivating factors are: excessive paperwork (67%), insufficient material incentives (58%), lack of recognition from the administration (42%) and unclear career prospects (38%). The study confirmed that teacher motivation is a dynamic system that changes under the influence of external and internal factors, and an important condition for maintaining high levels of motivation is the balance between effort and reward, both material and non-material. Based on the research, we have developed a model of modern teacher motivation technologies including three main groups: Personnel Motivation Technologies (PMT), Intellectual and Creative Technologies (ICT) and Resource Support Technologies (RST).

PMT includes career development system (creating individual professional development trajectories, planning teaching careers, rotation system), recognition and status support (public recognition of achievements, awarding qualifications and titles, forming a personnel reserve) and participation in management (involving teachers in decision-making, creating initiative groups and temporary creative teams).

ICT includes innovation stimulating (supporting experimental and research activities, creating innovation platforms), development of professional community (organizing mentoring, professional associations, and discussion platforms) and creative environment (supporting original ideas and projects, tolerance for reasonable mistakes).

RST includes material incentives (transparent system of remuneration and bonuses, social package, benefits), resource provision (access to modern materials and technologies, comfortable working conditions) and temporal resources (flexible schedule, academic leave, sabbaticals).

The proposed technologies should be implemented in a comprehensive manner, taking into account the dominant motivation types among teaching staff. For instance, for teachers with a professional motivation, intellectual and creative technologies are the most effective, whereas for those with a business motivation, personnel and resource-based technologies are more effective.

Special attention needs to be given to the development of teachers' self-educational activities, which includes cognitive, active, and value-based components. The organization of methodological and pedagogical support for self-educational processes helps activate internal motivation mechanisms that are most stable and long-lasting.

The study confirmed the complex structure of teacher motivation and the need for a differentiated approach to its development in modern educational organizations. The prevalence of professional (34.2%) and avoidant (22.1%) motivation types indicates the need to target work with these categories of teachers. For educational practice, the following recommendations are proposed:

- develop individual motivation programs considering the dominant motivation types of teachers;

- create a comprehensive system for assessing teacher achievements including both material and non-material incentives;
- implement technologies to prevent professional burnout, especially for teachers with more than 15 years' experience;
- actively use modern tools such as professional development opportunities, public recognition, and opportunities for self-realization through creative projects.

Ensure transparency of the motivation system so that teachers clearly understand what results are expected from them and what rewards they can expect. Prospects for further research include studying the influence of digitalization on teacher motivation, developing methods for assessing the effectiveness of motivation systems, and studying regional specifics of teacher motivation.

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