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PECULIARITIES OF FORMATION OF PROFESSIONAL MOTIVATION OF FUTURE TEACHERS

The article deals with the structural characteristics of professional motivation. It highlights the necessity of purposeful formation of motivation of future teachers for providing them with pedagogical support in their professional development. It has been found out that high positive motivation can play the role of a compensating factor in case of insufficient knowledge and skills.

The study has shown that professional motivation of the future specialists includes formation of students' proactive approach to learning, a positive attitude to future professional activity, an ability to design, plan and predict professional development. The most effective conditions that contribute to formation of future teachers' motivation have been defined and may be both pedagogical and socio-psychological.

Key words: *motives, motivation, professional motivation, pedagogical activities, proactive approach, educational process, pedagogical and socio-psychological conditions.*

Introduction. Education is the prime tool for the personal development and the questions regarding attitudes and motives are now prevalent in the teaching staff. Relevance, theoretical and practical significance of the outlined issue for higher education pedagogy, insufficient research and the objective need to form pedagogical orientation of a future teacher defined the topic of our research. The motivational sphere is more dynamic than cognitive and intellectual ones. If the learner isn't motivated, then there can be the loss of effectiveness. It goes without saying that at the student's age formation of motivation should become the subject of purposeful systematic work. The complexity of this problem lies in the fact that the student is subjected to a complex of external and internal motives, which may not only supplement each other, but also enter into a conflict. When providing training for teachers, educational potential of theoretical and methodological disciplines is not used at full capacity, though it is supposed to have significant effect on the formation of strong motivation and eagerness to be engaged in pedagogical activities. Focusing only on pedagogical professionalism, underestimating the need for formation of the future teachers' motivation significantly complicates their adaptation in future professional life. The main issue is to form future teachers with right outlook, persistent pedagogical beliefs, motivation and readiness for pedagogical activities as well as the will to overcome pedagogical difficulties.

Analysis of relevant research. The problem of professional motivation formation has been reflected in numerous studies which deal with the concepts of

the motivational sphere of the personality (Aseiev, 1976; Leontiev, 1971; Iliin, 2002; Vyliunas, 1990; Hekhauzen, 1977), the structure of motivation (Ivannikov, 2014; Maslow, 1954; Rubinstein, 1989), the theory of professional motivation (Adler, 1980; Vantsvaig, 1990). Modern scholars conduct research on the study of students' motivational sphere and the patterns of its formation. It's important to mark out the researchers who studied such aspects as the optimal complex of motives of the learning activity of future specialists, valuable asset of pedagogical stimulation, gaming activity, educational opportunities of the student group as the main means of forming the motivation of students' education and formation of motivation in the process of teaching educational subjects (Borkivska, 2002; Zaitseva, 2010; Mikheieva, 2005).

The aim of the article is to define the essence of the term “professional motivation of a future teacher” and to identify the conditions of professional motivation formation of the future teachers.

Research methods. There have been used theoretical methods of research: analysis, systematization of pedagogical experience, comparison of scientific ideas of different researchers in order to find out the state of the problem under study, observation, generalization.

Results. Professional motivation is heterogeneous. It depends on many psychological and sociological factors and the relationship between them determines the system of value-based orientations of a young person. The intensity of development of professional motivation depends on the extent to which the system of human values correlates with the system of values of the society to which a person belongs.

M. Dembo studies motivation as an internal process that guides behavior and gives it energy. These internal processes include goals, feelings, expectations and beliefs. The researcher distinguishes between a successful and unsuccessful student, indicating that successful students know how to motivate themselves, and it is difficult for unsuccessful students to manage their motivation. In order to be successful in learning, the student must set goals, develop a positive attitude to his abilities, to be able to concentrate and develop his confidence in learning abilities using a variety of training strategies (Dembo, 2004, 10–13).

Explanatory dictionaries define the motive as the basis, the reason for any action, act, whereas the motivation is a set of motives, arguments for reasoning something, motivating, reasoning the necessity of committing certain acts (Henkal, 2018, 217). Motives can be ideals, interests of a personality, beliefs, social goals, values. A set of persistent motives that have a certain hierarchy and reflect orientation of the individual is considered to be a motivational sphere of a personality. Researchers distinguish the external and internal motives if they relate to the content of the activity. If for the students the educational activity is significant (for example, it satisfies their cognitive need in the process of learning),

it is internal motivation. Internal motivation is believed to be the most effective when it arises from the personal values based on satisfaction from work (educational and professional). If other needs prevail (social prestige of the profession, future salary, etc.), they constitute a set of external motives. External motives can be positive (motives for success, achievement) and negative (motives for avoidance, protection). According to researchers, internal positive motives are more effective than external ones, even if they are the same in quantitative terms. High positive motivation can play the role of a compensatory factor in the case of insufficient knowledge, skills and abilities. The attitude towards the profession, taking into account the motives of its choice, the desire for professional growth are extremely important factors that determine the success of professional training. Early recognition of professional interests is an important prognostic factor of job satisfaction in the future.

The most complete list of human needs was defined by A. Maslow (Hierarchy of Needs Theory (motives). They include the following:

1. Physiological needs necessary for the organism's survival (need for food, water, housing, clothes, rest, sexual satisfaction, etc.).

2. The need for safety (protection from dangers, confidence in satisfaction of physiological needs, protection against fear, pain, etc.).

3. Social needs (affiliation, belonging to a group, social contacts, love, a positive attitude from the other, etc.).

4. The need for respect (recognition of personal and professional achievements by other people as well as competence, personal qualities, dignity and self-esteem).

5. The need for self-actualization and self-expression (realization of potential capabilities and abilities, growth of a personality). "A person is to be ultimately at peace with himself. What a man can be, he must be. He must be true to his own nature. This need we may call self-actualization" (Maslow, 1954, 46).

Talking about the motives of professional training of the future specialists, it's important to consider such motives described in Maslow's hierarchy of needs as self-actualization (the growth of personal significance, confidence, self-esteem) and self-expression (gaining a certain status, recognition, prestige). These needs may be described as motives that are important components of the motivational sphere of the future teachers. They contribute to the professional motivation formation of students during the education. Professional motivation of a future teacher includes formation of students' values-based attitude to professional training, the acquisition of profound knowledge, practical skills, abilities and a high level of readiness to perform the functions of a teacher. Studies conducted by psychologists have shown that, in most cases, the effectiveness of student learning depends not on their intellectual performance, but on the extent to which they have developed a professional motivation. Indeed, when entering the higher

education institution, thanks to the existing system of competitive selection, the selection of entrants is at the level of general intellectual abilities. Therefore, the number of freshmen is made up of those students who have nearly the same level of general education.

Researcher N. Badmaieva characterizes professional motives as one of the leading motives of educational activity of students (Badmaieva, 2004). Formation of professional motivation is impossible without acquisition of professional knowledge and skills. The researcher's observations of the educational process show that the more actively a student works at lectures and seminars, the more successfully he acquires knowledge and feels more confident. However, self-confidence is better formed at classes where problem-solving tasks are performed by doing creative projects or independent work.

I. Ziaziun considers the basis of motivation as a humanistic orientation. According to the author, the humanist orientation is orientation toward the personality, confirmation of cultural values (Ziaziun, 2000). L. Koval notes that development of professional motivation in a personally-oriented paradigm means "no introduction" of the ready-made motives, but creating such conditions in which the necessary motives would be formed by involving students "in interaction between themselves, between the teacher and the cognitive content of the subject" (Koval, 2010, 48–53). The process of forming a motivational component is the longest, since changes in the personal sphere occur more slowly than in the field of cognition. The image of an ideal teacher plays a part at the stage of self-determination (Korchinskyi, 1998). The image of the ideal teacher involves moral qualities, cultural values and orientations, humanistic way of thinking, creative nature of teacher's activity.

The training of qualified specialists for professional pedagogical activities involves implementation of three interrelated areas:

- motivational (formation of student's adequate stimulation for the performance of official duties, awareness of the importance of pedagogical work);
- content (acquisition of basic knowledge necessary for professional training – pedagogy, psychology, methodology, etc.);
- operational (formation of a set of skills which concern chosen specialty).

The content and operational components of training are automatically placed in a circle of attention and systematically and consistently implemented throughout the student's training at the university. The motivational component seems to appear as a consequence of formation of the previous ones. There is "underestimation" of training aimed at ensuring students' motivational readiness for future professional activities. Paying less attention to motivational sphere creates non-compliance with high standards to professional competence, indifferent or even negative attitude to professional activity. Due to conducted research professional motivation is one of the main criteria of the high quality of professional training of future specialists, and effective formation of it can be

ensured only with the establishment of a special system of motives, needs, interests, aspirations, goals that lead to professional self-development. Therefore, taking into account the analysis of the theoretical foundations of the notion of motivation of future specialists, we can interpret professional motivation of future teachers as a hierarchical system of motives that encourage them to master theoretical and practical knowledge in their specialty, professional self-development and self-improvement.

If the leading factor in professional development is the internal need (the desire of a person to master professional skills), then formation of a system of motives is an essential condition for professional formation of the future teachers. This conclusion is based on theoretical considerations of O. Leontiev that human activity as a process of activity which always coincides with the objective factor that induces the subject to this activity. O. Leontiev called this process the mechanism of transforming the goal into a motive. The purpose, which is induced to implement a certain motive, eventually gets an incentive, becomes a motive itself (Leontiev, 1971, 144–157). At the same time D. Stipek has determined that students learn better if they have their own internal reasons for learning (they study because they want to, but not have to) or, in other words, if internal motivation is more developed (Stipek, 1988). Classifications determining the motivation of future teachers and the corresponding structure of motives give an opportunity to highlight the needs that should be developed to form a professional motivation. First of all, these are cognitive needs, the need for self-improvement and self-actualization, professional needs.

The experience accumulated by humanity in the field of knowledge is much richer, wider and more powerful for development of the personality than personal experience. It is generalized in science, differentiated in various fields of study. The students have a chance to acquire it in the form of educational disciplines and to gain knowledge and skills which form professional competence of the future specialist. However, studying at the university is just the beginning of formation of professional skills, the person essentially learns all his life. But under such conditions of continuous cognitive human activity, the university acts as a leading fundamental factor in the formation of a positive attitude to learning as a general process of improving professional skills, intellect and personality in general, stimulating the needs of people in self-accumulation of knowledge and skills. The teaching practice shows that formation of students' motivation is a complex and multifactorial process. The significance of the stimulatory component of students' learning activity remains significant and the main reason for the failure of training is negative motivation, rather than mental ability. Undoubtedly, students' success depends on the level of their intellectual development, the luggage of knowledge and skills with which they come from school.

However, an interesting fact was discovered by A. Rean. The results of the test that was aimed to check intelligence abilities of the group of future teachers

were compared with the level of their success. It turned out that there is no significant bond between the level of intelligence of students and the indicators of success in both professional and humanitarian disciplines. This strange, at first glance, fact was also received in the study of V. O. Yakunin who established another essential pattern. It turned out that “strong” and “weak” students differ from each other, but not by the level of intelligence, but by the motivation of educational activities. “Strong” students have a more developed internal motivation: they need to master the profession at a high level and are aimed at obtaining strong professional knowledge and practical skills. As for the “weak” students, their motives are generally external, situational: to avoid condemnation and punishment for poor grades, not to forfeit a scholarship, etc. The results of the study indicate that high positive motivation can play the role of a compensatory factor when there is a lack of high level of special abilities or gaps in the student’s knowledge, skills and abilities. In the reverse direction, such compensatory dependence is not observed. This means that a high level of intellectual abilities of the student can not compensate for the low level of his educational motivation and directly contribute to successful academic and professional activities (Yakunin, 1998, 274). That is why the issue is formation of professional motives of training and the need for acquiring professional knowledge, skills and abilities. Favorable factors in the choice of profession are the profound professional interests of the individual, his desire to be useful, the duty of social service, etc. The motive for choosing a profession for some students is often its social prestige, the influence of friends and relatives or the high rating of an education institution, etc. As a result, the students’ image of the future profession is blurred, the plans for the future life are indefinite, the educational activity is motivated by a desire to avoid failures but not to achieve success. Professional activity should acquire a vital sense. This occurs when a person reflects, embodies the values of professional activity. When there is no gap between a man and his business, only in this case the work becomes completely absorbing, a person gets pleasure from the activity itself.

Researchers observe that solution of the problem of providing professional motivation also depends on the teachers. According to the researchers’ considerations, teachers are responsible for:

- saturation of the content with learning information that matters for the personal growth of a student as a professional (professionalization of knowledge on any subject);
- increase of the content and novelty of the educational material;
- providing students with necessary freedom (conditions) to identify their creative abilities;
- creative attitude of teachers to teaching their subject, interest in science, their competence and authority as a person;

- determination of the reasons for students' decision to study at definite university;
- systematic diagnosis of students' actual motives;
- stimulation of students' self-education, maintenance of cognitive interest in everything related to future professional activities.

The teaching staff are also responsible for giving the learners basic professional skills to form professional competence. The research shows that professional competence is determined by the amount of accumulated experience and knowledge that will enable a specialist to deal with the tasks set in the professional sphere, ability to predict possible consequences of activity, critical thinking, as well as professional attitude (Henkal, 2018, 90).

A significant role in formation of the future teachers as professionals is development of their professional motivation in the process of obtaining higher education.

The researchers note that one of the main motives for students' educational activities is professional motives. Formation of professional motivation is impossible without acquisition of professional knowledge and skills. The professional success of the future teacher is determined by the motivational readiness for pedagogical activity – as an integrative structural quality of the future teacher's personality, which includes motivational, emotional and activity components. Observations of researchers for the educational process at the higher school indicate: the more actively the student performs at lectures and seminars, the more successfully he masters knowledge and more confidently feels. However, not all classes are aimed at molding the confidence in the same way as it grows in classes where tasks of problem nature are solved, creative projects or independent work are carried out.

Motivation of professional activity is often considered as a specific type of motivation. The need for labor is the main component of professional development and behavior of a socialized individual. Professional motivation is something for the sake of what a person reveals and develops his professional abilities as well as professional thinking. Motivation for professional activity begins with a professional calling, which is defined as the inclination to a certain profession, based on knowledge about the purpose of profession, awareness of the ability to master it and perceive potential professional abilities as "a sensation of profession".

Studies show that professional motivation of the future specialists in the educational process includes:

- formation of students' proactive approach to the development of self-regulation;
- positive attitude to future professional activity and initiation of cognitive activity while studying the disciplines;

- ability to design, plan and predict professional development, awareness of own potential and willingness to work on professionally important qualities;
- ability to focus all the strength and abilities on achieving the goal, the development of oneself as a professional.

Analysis of modern dissertation research has shown that scientists are constantly in search of answers to the most important questions that arise among university teachers working with students, and people responsible for organization of the educational process. Special attention of scientists is drawn to the complex aspects of interaction of the personality and micro-, macro-environment, personality and situation. That is why it is necessary to take into account a large number of parameters: conscious and involuntary motives of the individual, will and actions aimed at achieving the goal.

V. Yakunin offers to relate psychological characteristics of a student to the motivationally purposeful basis of learning. The researcher considers the attitude of students to the future profession as the form of adoption to ultimate learning objectives. The attitude of the person to the profession is understood as a professional orientation. According to V. Yakunin beliefs and ideas about different aspects change during the process of studying and mastering professional activities (Yakunin, 1998, 381).

Professional training is conducted in three stages.

The first stage covers the study period of students in their first year. It is characterized by high rates of professional and educational values that serve as motives for students.

The second stage (II and III courses) is characterized by a general decrease in the intensity of all motivational components. The role of professional and cognitive motives of educational activity of students decreases. The learners' experience "disappointment syndrome".

At the third stage (III and IV training courses) there is an increase of the comprehension level and integration of different motivation forms into a single integrated system structured according to the level of generalization. Thus, only in the senior years of studying the ultimate goal of learning directly determines the means and methods of achieving it.

R. Borkivska, investigating formation of motivation of students' educational activity, found out the main indicators of the formation of students motivation:

- the ratio of internal and external, social and cognitive, discrete and procedural, positive and negative motives;
- awareness of motives – the degree of understanding and comprehension by students of their own motives;
- stability of motives – regularity of motivation in different situations of educational activity;

- effectiveness of motives – readiness of students to implement motives in educational activity in the form of diligence, persistence, independence, initiative, cognitive activity.

There are many different classifications of the motives of professional activity.

E. Iliin considering incentive reasons that motivate a person to certain activities, synthesized them into separate groups.

The first group of reasons – social motivation. This is the awareness of the need to bring benefits to society and the desire to help other people (which may be manifested in the teaching of children, in the treatment of patients, in the protection of the Motherland).

The second group – obtaining certain material benefits for themselves and families: making money to meet material and spiritual needs.

The third group is satisfaction of the need for self-actualization, self-expression, self-realization. People cannot be inactive by nature, and they act not only as consumers but also as creators. In the process of activity, people get pleasure from creativity, justify the meaning of its existence. The third group includes also the motive associated with satisfying the need for public recognition and respect of other people.

The term “pedagogical conditions” is defined as circumstances on which the overall efficient pedagogical process of professional training of specialists depend.

Due to the analysis of psychological, pedagogical and methodological literature on the research topic, the following pedagogical conditions of formation of motivation of the future teachers have been defined:

- focus of the research and teaching staff on the formation of professional motivation of students;
- ensuring of personality-oriented study for students;
- subjective attitude of students to the process of professional training;
- use of methods and techniques that enhance the educational and cognitive activity of future teachers.

The first pedagogical condition was defined as the focus of the research and pedagogical staff on the formation of professional motivation of the future teacher, the need to form the cognitive component of students’ readiness for professional activities that are characterized primarily by the level of knowledge that allow to form relevant skills and competency.

The second pedagogical condition is providing of student-centered learning. It’s implemented through the disclosure of individual capabilities and abilities of the student (future teacher), assisting him in the disclosure of future teacher’s own potential, self-knowledge, self-development, self-actualization, self-determination; development of universal professional qualities.

The implementation of personally-oriented learning content is a rejection of the authoritarian style of communication and the shift to a democratic one, respect for the student's personality, humanistic communication, recognition of the right to individuality. A teacher who is involved in a person-centered learning environment must take into account individual differences in the student's learning of the material being studied and focus more on the process than on the learning outcomes. Communication, collaborative search for solutions are much more important for the development of the person than the ready answer. Tolerance, empathy, the desire to understand the students, evaluate and accept their opinion put the teacher in the position of cooperation, which contributes to the higher effectiveness of learning.

Realization of the third pedagogical condition is creation by teachers of cognitive interest to professional activity, positive psychological microclimate, business relations, creative atmosphere. These are the conditions which provide mental activity, the increased working capacity, satisfaction with work, productive activity of all participants of educational process. Everything starts with the statement of the purpose and its realization to the control of results. Only by means of cooperation it is possible to develop individual creativity of the students and contribute to their self-determination and self-improvement.

The analysis of research literature allowed to outline the ways to intensify educational and cognitive activity of students, among which is active learning. Psychologists and teachers emphasize that the quality of acquiring professional knowledge and skills by a person depends primarily on the level of his proactive attitude to educational process, and therefore, on the level of professional motivation. Taking into account this fourth pedagogical condition which contributes to the formation of professional motivation of the future teachers, there have been identified methods that enhance the educational and cognitive activity of the future teachers. In order to involve subjects of the learning process in greater activity, active teaching methods are used. In contrast to traditional methods, a student as a subject of training plays a more active role when using active methods.

Among the important active methods of teaching there are problem methods that include formulation of questions, formulation of contradictions and problematization of knowledge. In order to get comprehensive academic and professional training, one needs to enjoy the learning process. If learning turns into creativity, it is especially beneficial to the emotional sphere of the student, sharpens his memory and attention, causes a sense of joy and satisfaction, increases interest in cognitive activity. It is necessary to involve the student in the learning process as only in this way it's possible to change student's orientation and his personality in general. Only self-organized cognitive activity gives positive results and provides the acquisition of knowledge and skills, as well as professional growth.

Researchers O. Vasko and M. Butova believe that the means of enhancing the motivational sphere of students is application of such methods of teaching didactic material that would encourage intensification of educational and cognitive activity. Students are supposed to independently set their goals, put forward hypotheses; work out a plan; make conclusions. Development of these skills involves following methods: heuristic learning, targeting, planning, method of hypotheses (Vasko and Butova 2018, 112).

In order to ensure sustainable professional motivation of students, there have been determined socio-psychological conditions that accomplish the pursuit formation of students and help reveal their capabilities and self-affirmation in the educational and professional activities (Korchinskyi, 1998). To provide these conditions, the following steps have been taken:

- detailed acquaintance with the future professional activity and its social significance, compliance with modern requirements which include definite knowledge, skills and qualities of a specialist;
- creation of ideas about the model of a successful professional in a chosen specialty;
- awareness of short-term and long-term goals of professional training;
- development of positive “self-concept” and realistic assessment of professional skills;
- formation of value orientations;
- development of students’ needs and skills to work independently with different sources of information, to master information technologies and creatively apply knowledge in practice;
- providing conditions for self-knowledge, self-education, self-improvement as well as maintaining curiosity and “cognitive” psychological climate in the student academic group.

Pedagogical and socio-psychological conditions contribute to organization of the educational environment, help choose special techniques, methods, have an incredible effect on the formation of motivation of the future teacher’s professional activity and define the result of the pedagogical process in higher school. Pedagogical process in a higher school is a holistic process which ensures harmonious development, education and training, mastery of skills and practical application of acquired knowledge in the field of future teachers’ professional activity.

Conclusions. The results of our research enable us to state the following findings. Professional motivation is characterized by the readiness of students to implement motives in educational activity in the form of diligence, persistence, independence, initiative, cognitive activity. Such motives as self-actualization and self-expression are important components of the motivational sphere of the future teachers. They contribute to the professional motivation formation of students during the education. A high positive motivation can play the role of a

compensatory factor when there is a lack of high level of special abilities or gaps in the student's knowledge, skills and abilities. Professional motivation is something for the sake of what a person reveals and develops his professional abilities as well as professional thinking. Motivation for professional activity begins with a professional calling, which is defined as the inclination to a certain profession, based on knowledge about the purpose of the profession. Professional motivation is achieved by means of formation of the students' proactive approach to the learning processes. That is why it is essential for teachers to develop cognitive interest to professional activity, to ensure positive psychological microclimate, business relations, creative atmosphere.

Materials of research can be used to further improve professional and pedagogical training of students, to develop textbooks, training sessions, course books, curriculum and to work out methodological recommendations for ensuring professional motivation of the future teachers and their successful engagement in future teaching activities.

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АНОТАЦІЯ

Денисенко Віталіна. Особливості формування професійної мотивації майбутніх викладачів.

У статті обґрунтовується необхідність цілеспрямованого формування мотивації майбутніх педагогів як засади для надання педагогічної підтримки в їх професійному становленні та сприяння позитивного сприйняття майбутньої професійної діяльності. Виявлено, що висока позитивна мотивація може грати роль компенсуючого фактора у випадках недостатньо високого рівня здібностей. Визначені аспекти, що сприяють успішному формуванню мотивації. Формування професійної мотивації починається з виникнення потреби й закінчується виникненням наміру займатися педагогічною діяльністю та усвідомленням необхідності досягнення поставленої мети. Критеріями і показниками успішного формування професійної мотивації студентів є: професійна спрямованість особистості, розвиток адекватної системи мотивів навчально-професійної діяльності, емоційне прийняття майбутньої професійної діяльності. Дослідження показало, що професійна мотивація майбутніх фахівців у навчальному процесі включає формування активного підходу до навчального процесу, позитивне ставлення до майбутньої професійної діяльності, уміння розробляти, планувати та прогнозувати професійний розвиток. Під час підготовки вчителів освітній потенціал теоретичних та методичних дисциплін не використовується на повну потужність, хоча він передбачає суттєвий вплив на формування сильної мотивації та прагнення займатися педагогічною діяльністю. Зосередження лише на педагогічному професіоналізмі, недооцінювання необхідності формування мотивації педагогічної діяльності майбутніх учителів значно ускладнює їх адаптацію до майбутнього професійного життя. Головне питання полягає у формуванні майбутніх учителів із правильним світоглядом, стійкими педагогічними переконаннями, мотивацією та готовністю до педагогічної діяльності, а також бажанням подолати педагогічні труднощі.

Визначено найбільш ефективні умови, що сприяють формуванню мотивації майбутніх учителів. Педагогічні умови включають у себе спрямованість педагогічного персоналу на забезпечення особистісно-орієнтованого змісту навчання студентів. Соціально-психологічні умови зосереджуються на розумінні короткострокових та довгострокових цілей професійної підготовки.

Ключові слова: мотиви, мотивація, професійна мотивація, зовнішні і внутрішні мотиви, психолого-педагогічні та соціопсихологічні умови забезпечення професійної мотивації, активний підхід.

РЕЗЮМЕ

Денисенко Віталіна. Особенности формирования профессиональной мотивации будущих преподавателей.

В статье освещена структурная характеристика понятий профессиональная мотивация, мотивация, мотивы. Обосновывается необходимость целенаправленного формирования мотивации будущих педагогов как основы для предоставления будущим преподавателям педагогической поддержки в их профессиональном становлении. Выявлено, что высокая положительная мотивация может играть роль компенсирующего фактора в случаях недостаточно высоких способностей. Определены аспекты, способствующие успешному формированию мотивации.

Ключевые слова: мотивы, мотивация, профессиональная мотивация, внешние и внутренние мотивы, психолого-педагогические и социо-психологические условия обеспечения профессиональной мотивации, активный подход.

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ФОРМУВАННЯ ІКТ-КОМПЕТЕНТНОСТЕЙ УЧИТЕЛЯ ПОЧАТКОВОЇ ШКОЛИ В УМОВАХ ОСВІТНІХ ТРАНСФОРМАЦІЙ

Стаття присвячена проблемі формування основ професійної майстерності майбутнього вчителя початкових класів. Висвітлено аналіз аксіологічних засад професійної підготовки особистості майбутнього вчителя та визначено основні педагогічні умови їх формування шляхом активного використання інформаційно-комунікаційних технологій. Розглянуто позитивні й негативні сторони впровадження ІКТ в освітні процеси, які суттєво впливають на формування нового якісного змісту освіти, а також на зміну її організаційних форм та методів. Проаналізовано курс «Сучасні Інформаційно-комунікаційні технології» щодо забезпечення організаційно-педагогічних умов формування інформатичних компетентностей майбутніх учителів початкових класів.

Ключові слова: інформатизація суспільства, основи інформатики, підготовка вчителів початкових класів, викладання.

Постановка проблеми. Сучасний період розвитку цивілізації характеризується переходом від індустріального суспільства до інформаційного. Інформатизація, у свою чергу, – об'єктивний і закономірний етап, через який проходить кожне суспільство, що інтенсивно розвивається.

Інформатизація є глобальним процесом сучасності, що пов'язаний із кардинальними змінами структури й характеру світового та соціального розвитку, з переходом до нових поколінь наукомістких технологій, технічних систем, матеріалів, а також нових видів інформаційного обміну,