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The Impact of the Economy on Teachers' Workin the Russian Federation

Aygul Z. Ibatova¹

¹*Industrial University of Tyumen, Russia*

ABSTRACT

In the general system of higher, secondary and preschool education, despite the development of computer technologies, distance learning, the role of the teacher remains in the first place, his entire personality - education, culture, moral values, attitudes, attitudes - are a model of educating students, and represents A necessary condition for the effectiveness of education.

Teachers of the secondary schools No. 9, No. 12, teachers of kindergarten No. 84 in Surgut inKhanty-Mansiysk Okrug-Ugra, teachers of Tyumen Industrial University, Shadrinsk State Pedagogical University were involved in the pedagogical experiment.

Based on the theoretical analysis of the literature, the study presents diagnostics of levels of formation of motivation: internal and external, the formation of personality qualities, communicative and organizational abilities of teachers. Based on the diagnostic data, the reasons why teachers do not want to work in education have been identified, as well as the ways of solving this problem.

Keywords: Economic area, the Russian Federation, working of teachers, communicative abilities, organization abilities.

1. INTRODUCTION

In the general system of higher, secondary and preschool education, despite the development of computer technologies, distance learning, the role of the teacher remains a priority, his entire personality – education, culture, moral values, attitudes - are a model which teach students, and represents a necessary condition for the effectiveness of education.

Considering the professional activity of the teacher, we must distinguish the subject of this activity – a professional specialist, who possesses a set of general theoretical and special knowledge, a set of necessary skills and certain abilities.

In our country there are many pedagogical universities teaching and graduate thousands of teachers every year, but there are not enough teachers, lecturers at the university, and kindergarten teachers. All this point at the low motivation and unwillingness to change the paradigm of the education system as a whole, in order to increase the motivation of graduates of pedagogical universities to work in the education system.

In our region of the Khanty-Mansiysk Okrug-Ugra in the Western Siberia of Russia there is a difficult situation with teachers in higher education. The results of the survey showed that about 75% of teachers would not agree to work at the university and in education in general. We studied, diagnosed the level of motivation, and identified the reasons why teachers do not want to work in the education system.

Before talking about the level of the formation of motives, let us remember the theoretical aspect of this issue.

The motives of pedagogical activity – motivations associated with its implementation. Motives associated with teaching are formed at the university, during the student years.

What are the motives for professional activity, how to determine whether a student of a pedagogical university is ready for professional activity.

Many scientists were concerned with these questions.

“The student is ready for pedagogical activity if he obtains a system of personal qualities, acting as one of the consequences, manifestations of his harmonious development, preparedness for the performance of the most important social functions” (Chistyakova, Botyakova, 1999).

“The student’s readiness for professional activity as a complex combination of mental characteristics and moral personality traits that form the basis of the future teacher’s installation for understanding the functions of pedagogical work and professional position. The student should be able to relate his abilities to overcome difficulties in solving professional problems” (Kondrashova, 1984).

To be ready for teaching activity means to have all components of self-educational activity (Gromtseva, 1983). We consider this statement to be correct, since education does not end after the graduation from the university and assert that for the educator education must be continuous, i.e. “Education through life”.

There are different classifications of motivation.

For example, V.A. Slastenin subdivides motives into leading and situational ones; external and internal (Slastenin, 2008).

Tagunova I.A. distinguishes: professional (acquisition of skills and abilities of professional activity, desire to become a highly qualified specialist); socio-indentification (to deserve the respect of teachers and fellow students, avoid conviction and censure for poor schooling by parents); utilitarian (the desire to obtain a higher qualification and improve their financial position due to this) (Tagunova, 1991; Ibatova, 2017).

E.A. Klimov identifies the main factors that determine the professional choice: professional and life plans; abilities, awareness of a particular professional activity, inclinations (Klimov, 1991).

Such a large variety of motifs can be divided into internal (its social and personal significance; the satisfaction that the work brings with its creative; character; the opportunity to communicate, guide other people) and external motives (earnings; striving for prestige; fear of condemnation).

Internal motivation arises from the needs of the person himself, so on his basis he works with pleasure, without external pressure.

Only the predominance of internal motives combined with positive external motivation is effective from the point of view of job satisfaction and its results.

Thus, the given theoretical positions served as a basis for our research work.

On the basis of the formation of these types of motivation, it is possible to understand if a teacher is ready for his pedagogical activity or to reveal the level of development of motivation, the level of development of a professional personality for an already working teacher.

In our pedagogical study, the problem of motivating for pedagogical activity at different levels was studied.

Teachers of secondary schools No. 9, No. 12, teachers of kindergarten No. 84 in the city of Surgut of Khanty-Mansiysk Okrug-Ugra, teachers of Tyumen Industrial University, Surgut State University, Shadrinsk State Pedagogical University were involved in the pedagogical experiment.

The research sample included more than 200 people.

2. METHODOLOGY

In this study, the following research methods were used: pedagogical experiment, method of synthesis, analysis of scientific literature, statistics, methods of mathematical statistics.

To diagnose the level of formation of the motivation of pedagogical professional activity, the author's technique was used in the modification of A. Rean; Ya.L. Kolominsky. This method allowed us to determine the predominance of the internal type of motivation (if the activity is significant for the individual in itself) over the external ones (the desire to satisfy other needs, outside of the activity itself (motives of social prestige, wages and etc.).

To diagnose personality traits, abilities of the teacher in various spheres of professional activity, tests of such authors as V.S. Yurkevich "Determination of intensity of cognitive interests", B.A. Fedorishin "Test for the diagnosis of communicative and organizational abilities", "Flexibility - rigidity" were presented (Sokolova et. al., 2010).

When determining the intensity of cognitive interests, the next characteristics were mentioned: engaging in mental work; reading additional literature; interesting activity for you, relating to mental work; curiosity.

During the pedagogical experiment, the factors influencing the choice of the pedagogical profession were determined. Students of pedagogical universities were offered a number of provisions, which they should build hardly as far as their significance is in descending order:

1. desire to have an education;
2. the desire to study this subject;
3. interesting subject;

4. pedagogical abilities;
5. the idea of public importance, the prestige of the pedagogical profession;
6. material security;
7. the desire to devote oneself to the upbringing of children;

The presented diagnostic results are presented in the Tables 3.1; 3.2.

3. RESULTS

Teachers, educators, students were in requested to distribute the following statements in order of decreasing of importance.

1. Salary.
2. Opportunity for career growth.
3. Calm psychological situation at work.
4. Social status.
5. Self-satisfaction from the work process.
6. Self-realization in this area.

When determining the level of formation of motivation for pedagogical professional activity in the modification of A. Rean, the following results were obtained:

As it can be seen from the correlation of the predominance of motivation types, external n be explained by the current unstable economic situation in the Russian Federation, which affects the standard of living of people, including teachers, the prestige of the pedagogical profession is falling down, salaries have fallen sharply, for this professional activity insecurity benefits to ensure the life and activities of teachers is characterized for teachers.

In determining the intensity of cognitive interests of teachers, communicative and organizational skills of specialists, the following results were obtained.

Table 3.1
Intensity of cognitive interests of teachers

<i>Row</i>	<i>Statements</i>	<i>Answers</i>
1	Engaging in mental work	Often
2	Reading additional literature	Sometimes
3	An activity related to mental work	Sometimes
4	Curiosity	Seldom
5	What do you prefer when asked a question about “intelligence”?	I try to get a ready answer from others

The obtained results let us assert that the cognitive activity of teachers is below the average level. Many teachers explain this phenomenon by lack of time, a heavy workload at work, almost all educators work more than normal.

During the diagnosis of communicative and organizational abilities, the following results were obtained:

Table 3.2
Communicative and organizational skills of teachers

<i>Questions</i>	<i>Answers (most)</i>	<i>Questions</i>	<i>Answers (most)</i>	<i>Questions</i>	<i>Answers (most)</i>	<i>Questions</i>	<i>Answers (most)</i>	<i>Questions</i>	<i>Answers (most)</i>
1	–	8	–	15	–	22	–	29	–
2	+	9	+	16	+	23	–	30	–
3	+	10	–	17	+	24	+	31	–
4	–	11	–	18	–	25	+	32	–
5	–	12	+	19	+	26	–	33	–
6	–	13	–	20	+	27	+	34	+
7	+	14	–	21	+	28	+	35	–

The results were interpreted on the following scale. Communicative abilities: $0.10 \leq \text{low} \leq 0.45$; $0.46 \leq \text{below the average} \leq 0.55$; $0.56 \leq \text{average} \leq 0.65$; $0.66 \leq \text{high} \leq 0.75$; $0.76 \leq \text{the highest} \leq 1.00$. Organizational abilities: $0.20 \leq \text{low} \leq 0.55$; $0.55 \leq \text{below the average} \leq 0.65$; $0.66 \leq \text{average} \leq 0.70$; $0.71 \leq \text{high} \leq 0.80$; $0.81 \leq \text{the highest} \leq 1.00$.

The survey data showed that of all the questions on communicative abilities, positive answers were given to 9 questions. Therefore, $9/20 = 0.45$, which corresponds to a low level of communication skills among our teachers. Organizational abilities: $7/15 = 0.46$, which corresponds to a low level of development of organizational skills.

Speaking about the factors that influence the choice of the teaching profession. It should be noted that the students of pedagogical universities entered these universities more because it was easier to enter and study for free, interest in the subject, rather than teaching the subject at school, the desire to have a higher education. Only 30% of students noted their pedagogical abilities and chose a university as a future job.

4. DISCUSSION AND CONCLUSION

In modern society, there is a predominance of external factors in the arrangement of life for young people. From the point of view of humanitarian disciplines, including pedagogy, this is due to the acceleration of the pace of life, the rapid change of social, cultural and spiritual values, and as a consequence, young people are reoriented to the rapid acquisition of these values. Young people are afraid to lag behind life and strive to live with the times. At the same time, the lag in the internal motivation of young people's activities, including young teachers, leads to the fact that teachers, recent graduates of pedagogical universities, do not willingly go to work by profession. The economic status of the young teacher is not the highest, although the state supports young teachers with various grants and additional payments to maintain their financial confidence.

In this article we found out that the qualities that the teacher needs - communicative and organizational abilities – are very low among the graduates of pedagogical universities. This is mainly due to the fact that many of them do not initially have the desire to be teachers. When entering the pedagogical university, there are various determining factors the proximity of the university to the place of residence, the advice of

friends, etc., but not the main internal motivation is the desire to devote their life to pedagogical creativity. The lack of internal motivation also affects the learning process of these students. They pay less attention to comprehending the experience that they are given by university teachers. They do not necessarily apply to many academic disciplines, considering them unnecessary, etc. Moreover, future graduates of the pedagogical university do not form a holistic view of pedagogical activity, as well as a holistic personal worldview.

The main task that confronts the teacher of a pedagogical university is to convince students that the profession of a teacher is important in modern society. The teacher and the teacher bear not only the knowledge that is so necessary for the modern person, but also determines the outlook of the student – the future personality. The role of the teacher’s profession in modern society is also important in that it requires the teacher to always keep abreast of current achievements in the relevant field of knowledge. Despite the economic priorities of modern life, the internal motivation of professional activity is a guarantee of high professionalism, which ultimately will affect the achievement of high social status. This is expressed not only in the economic well-being of a specialist educator, but also in his cultural, scientific and philosophical position.

At present, it is necessary to change the education system, namely, to implement the following priorities in the education system and pedagogical education, including:

- to pay attention to the fact that in addition to the social and economic status there is also a personal status of a person, which is much more important for a future young specialist;
- to improve the teaching of humanitarian disciplines that form the subconscious of man and the world of values, by which man is guided in his activity and not only professional, but also in the public;
- to pay more attention to the rational comprehension of reality at the individual level. In this case, future educators will have an idea about the social structure of society and specifically about the role of the teacher in the life of society;
- pedagogical work is very complicated, but a person should strive for new horizons of knowledge, and this is only possible through overcoming oneself and their difficulties!

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