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**THE IMPORTANCE OF THE MOTIVATIONAL COMPONENT IN INCREASING THE  
LEVEL OF EDUCATIONAL CULTURE OF THE FUTURE TEACHER**

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**Abstract.** In the scientific article, the authors reveal the concept of educational culture and the influence of the moral character of a teacher on increasing the motivation of learning, as well as the problem of enhancing the motivation for educational activity of students, where an important element of activity is educational and the motive is considered in detail. Motivation includes such types of incentives that stimulate a person to activity, such as needs and interests. Incentive to action by a certain motive is designated as motivation – it is a process that regulates, directs action to achieve target states special for a given motive and supporting this orientation. Taking into account that any activity proceeds more efficiently and yields high-quality results, if at the same time the personality has strong, bright, deep motives that cause the desire to act actively, with full dedication of strength, to overcome inevitable difficulties, persistently moving towards the intended goal, the authors emphasize for the role of a motivational component, which contributes to an increase in the level of the educational culture of the future teacher. In the scientific article, the authors present indicators of motivation for learning, such as value attitudes towards future professional activity; interest in the teaching profession; sustainability of professional intentions; system of value orientations and the need for self-improvement.

**Key words:** future teacher, motive, motivation, educational culture, communication culture, ethics.

**Introduction.** The rapid changes in socio-cultural life and the transformation of the system of higher professional education predetermined the emergence of new values in pedagogy. Significantly increased the requirements for the personality of a teacher of higher education and the quality of his professional activity. The main condition for the modernization of a new type is the preservation of one's own culture, one's own national code. Education is a fundamental success factor, the number one national priority. The new technological revolution requires highly educated people who are able to quickly adapt and flexibly change their profession [1, 2].

In the Message of the President of the State Kassym-Jomart Tokayev to the people of Kazakhstan “Kazakhstan in a new reality: time for action” [3], it is noted that we are faced with the task of “forming a new paradigm for the development of our people and a new quality of the nation.” For a qualitatively new development of our nation, everyday life attitudes must change, and new principles and new guidelines must be established in society, where the first principle is marked "the

generation of the 21<sup>st</sup> century must be deeply educated." The tasks of the education system are aimed at the upbringing and professional development of young people on the basis of national and universal values.

Quite important is the issue of activating the motivation for learning activities of students. A structural element of activity, including educational, is considered a motive. Motivation includes such types of motives that stimulate a person to activity, such as needs and interests. Motivation to act by a certain motive is designated as motivation - this is a process that regulates, directs the action to achieve special target states for this motive and supports this direction.

**Main part.** In our study, the need and interest acts as the desire of the future teacher to actively master educational activities, replenish his knowledge, and improve his personality. Interest is the cognitive orientation of the individual to professional activity and is one of the important conditions for a truly creative attitude to work. And also the experience of personality activity is fixed in value orientations and attitudes, which characterize the internal readiness for a certain activity and determine the stability of behavior, reflected in life plans. The stability of interest is expressed in the duration of its preservation and intensity.

Based on the foregoing, indicators of learning motivation are: a value attitude to future professional activity; interest in the teaching profession; sustainability of professional intentions; system of value orientations, the need for self-improvement. The indicators of this criterion were identified through observation, conversation, and in connection with this, the following methods were selected:

1. "Diagnosis of the motives for choosing a professional choice" (A.G. Zdravomyslov and V.A. Yadov);
2. "Motivation for studying at a university" (T.I. Ilyina).

To process the data obtained in the study, the computer program IBM SPSS Statistics Base for statistical analysis was used.

For a qualitative analysis of the motivational structure of one's pedagogical specialty, to identify the most significant reasons for choosing the profession of a teacher, we used the methodology "Diagnosis of the motives for choosing a professional choice", developed by A.G. Zdravomyslov and V.A. Yadov. The methodology is aimed at identifying the motives for choosing a specialty and attitudes towards it. Subjects need to choose the proposed answers that suit them.

According to the total results of the answers, the percentage ratio of the motives for choosing a specialty by the respondents was calculated. A qualitative analysis of the results obtained was

carried out, which revealed their psychological content and the corresponding psychological and pedagogical conclusions and conclusions. For example, to the question “What attracts you to your chosen specialty?” 54 (48.6%) students mainly noted "The ability to feel needed (useful) by other people." To the question “The desire to master the chosen specialty” was expressed by 53 (47.7%) students and others.

To determine the motives for studying at a university, the methodology “Motivation for studying at a university” developed by T.I. Ilina. The technique consists of 50 statements, where the subjects need to indicate their agreement (“+”) or disagreement (“-”) with each proposed statement. Processing of diagnostic results is carried out in accordance with the key. Based on the results of processing the results, indicators are calculated on three scales: “acquisition of knowledge” (desire to acquire knowledge, curiosity); “mastery of a profession” (the desire to acquire professional knowledge and form professionally important qualities); “obtaining a diploma” (the desire to obtain a diploma with the formal assimilation of knowledge, the desire to find workarounds when passing exams and tests). The predominance of motives on the first two scales indicates an adequate choice of a profession by a student and satisfaction with it.

According to the results of the predominance of motives on the first scale, “acquisition of knowledge” testified to an adequate choice of a profession by a student and satisfaction with it was reflected only in 21 (18.9%) students. According to the second scale "professional mastery" was revealed in 9 (8.1%) students, and only 5 (4.5%) students on the third scale sought to get a diploma with the formal assimilation of knowledge. The results are presented for a total sample of 111 people.

Respondents' answers were processed in IBM SPSS Statistical. This software product is a world leader in the field of statistical software that allows you to solve a wide range of research problems using special analysis tools, hypothesis testing and predictive analysis. IBM SPSS Statistics is used to analyze data and trends, forecast and plan, test assumptions, and draw informed conclusions.

Thus, as a result of the study, we came to the conclusion that there is a direct dependence of the success of pedagogical activity on the level of formation of educational culture, that is, the higher the level of educational culture, the higher the degree of professionalism of the teacher. The effectiveness of pedagogical activity depends on how the teacher himself strives to improve his activity, develops the necessary qualities in himself, and this is possible only if there is a developed professional self-awareness. If the future teacher knows what qualities he possesses and should possess, how they are developed in him, he can strive to form these qualities in himself. Thus, the leading task of a higher education teacher is to carry out activities to increase the degree of students'

interest in the discipline being taught with the subsequent improvement in the quality of the educational process [4, p.41].

There is a close relationship between the level of motivation and the image of a teacher most preferred by students. A higher school teacher, of course, must have fundamental, deep knowledge of the discipline [5, p.51-55]. However, the universal human qualities inherent in a teacher adorn educational activities. Educational culture, pedagogical ethics and the creative relationship of the teacher to students plays an important role, which is currently rapidly developing in connection with the freedom of student self-expression.

Educational culture and the degree of mastering the pedagogical ethics of relationships are essential for the growth and development of motivation for learning among students. A feature of motivation for learning is the fact that in the process of its implementation, the student not only acquires theoretical knowledge and practical skills, but also forms as a person.

Educational culture is a part of the general culture, in which spiritual and material values are of primary importance, as well as ways of creative pedagogical and educational activities necessary for society to socialize the individual [6,7].

The educational culture of a higher school teacher is a generalizing characteristic of his personality and indicates the ability to successfully carry out not only effective educational, but also educational activities, combined with respectful relationships in the team and with students. In the conditions of an undeveloped educational culture, the professional activity of a teacher turns out to be ineffective. Being an example of a person who is tolerant, respectful, respectable, intelligent, sensitive, open to communication, a higher school teacher demonstrates the order of moral relations [8, p.52]. By increasing the motivation of students to learn, the teacher indirectly improves the quality of education in general. In this regard, it is necessary to develop a culture of pedagogical communication with an emphasis on the ethical component, tolerant attitude and respect for students [9, p.90-93]. Educational culture provides for the presence of an educational orientation in the personality of a teacher of higher education, which reflects a predisposition to educational activities and the ability to achieve significant and high results in its course [10,11]. An important link in the chain of formation of educational culture is the professional competence of the teacher. The set of personal qualities of a teacher is also important, namely love for the profession, integrity in actions and behavior, efficiency, endurance, stress resistance, desire for self-development and self-education [12, p.17]. As A.K. Mynbaev, intellectual potential is one of the forms of the essential forces of a person and acts as a dynamic indicator of the realization of intellectual abilities in the form of intellectual activity [13, p.9].

Increasing the level of students' motivation for learning, it is important to be able to combine effective educational work with the search for modern ways of its modernization and improvement, which allows the teacher to achieve the best performance in student groups. The teacher must have a special combination of high intellectual and cognitive abilities, organizational qualities with an active motivating position and the ability to show these qualities to improve the effectiveness of educational work [14, p.251]. The educational process that takes place in society is the assimilation by young generations of the culture accumulated in society, the modification of their life activity under the influence of the prevailing cultural and historical conditions. Since this process allows conscious regulation, the question arises of purposeful reflection of the culture accumulated in society in the field of education [15, p.145].

**Conclusion.** In general, the results of our study allow us to draw the following conclusions:

- in the study of the real state of future teachers, educational culture is represented mainly by low and medium levels, which, in turn, is evidence of the need for a system for the formation of the quality under study;
- the formation of the educational culture of students should be associated with the improvement of the entire system of professional training of future teachers.

According to the results of the study of the initial state of the formation of educational culture, it was determined that the majority of students have a low and medium level of formation of educational culture, affecting the quality and effectiveness of the educational process of the university. Thus, the conclusions obtained in the course of our study showed the need to organize special work to form the educational culture of the future teacher, to which our further study is devoted.

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## **БОЛАШАҚ МҰҒАЛІМНІҢ ТӘРБИЕ МӘДЕНИЕТІ ДЕҢГЕЙІН АРТТЫРУДАҒЫ МОТИВАЦИЯЛЫҚ КОМПОНЕНТТІҢ МАҢЫЗДЫЛЫҒЫ**

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**Аңдатпа.** Ғылыми мақала мазмұнында авторлар тәрбие мәдениеті мен мұғалімнің адамгершілік қасиеттерінің оқу мотивациясын арттыруға әсерін, сонымен қатар оқушылардың оқу іс әрекетінің мотивациясын күшейту мәселесін ашып көрсетеді. Мотивацияға деген қажеттіліктер мен қызығушылықтарға, адамды белсенділікке итермелейтін ынталандыру түрлері туралы мазмұндалады. Белгілі бір мотивпен әрекетке ынталандыру мотивация ретінде белгіленеді – бұл белгілі бір мотив үшін арнайы мақсатты күйге жету үшін әрекетті реттейтін, бағыттайтын және осы бағытты қолдайтын процесс. Кез келген іс-әрекет тиімдірек жүріп, жоғары сапалы нәтиже беретінін ескере отырып, егер жеке тұлғаның күшті, жарқын, терең мотивтері болса, олар белсенді түрде, күш-жігерін жұмсап, сөзсіз қиындықтарды жеңуге ұмтылуды тудырады. Авторлар болашақ мұғалімнің тәрбие мәдениеті деңгейінің жоғарылауына ықпал ететін мотивациялық компоненттің рөліне ерекше назар аударып, толықтай қарастырған. Сонымен қатар, авторлар ғылыми мақала мазмұнында оқуға деген ынтаның көрсеткіштерін айқындап көрсетеді, олардың қатарына мысалы, болашақ кәсіби қызметке деген құндылық қатынасын; мұғалім мамандығына деген қызығушылық; кәсіби ниеттің тұрақтылығы; құндылық бағдарлары жүйесі және өзін-өзі жетілдіру қажеттілігін толықтай мазмұндап, оларды анықтаудың әдістемелері ұсынылған.

**Түйін сөздер:** болашақ мұғалім, мотив, ынталандыру, тәрбиелік мәдениет, қарым-қатынас мәдениеті, әдеп.

## **ВАЖНОСТЬ МОТИВАЦИОННОГО КОМПОНЕНТА В ПОВЫШЕНИИ УРОВНЯ ВОСПИТАТЕЛЬНОЙ КУЛЬТУРЫ БУДУЩЕГО УЧИТЕЛЯ**

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**Аннотация.** В научной статье авторы раскрывают понятие воспитательная культура и влияние морального облика преподавателя на повышение мотивации обучения, а также проблема активизации мотивации к учебной деятельности студентов, где важным элементом деятельности является воспитательная и подробно рассматривается мотив. Мотивация включает в себя такие виды побуждений, стимулирующих человека к деятельности, как потребности и интересы. Побуждение к действию определенным мотивом обозначается как мотивация – это процесс, регулирующий, направляющий действие на достижение специального для данного мотива целевых состояний и поддерживающих эту направленность. Авторы учитывая, что любая деятельность протекает более эффективно и дает качественные результаты, если при этом у личности имеются сильные, яркие, глубокие мотивы, вызывающие желание действовать активно, с полной отдачей сил, преодолевать неизбежные затруднения, настойчиво продвигаясь к намеченной цели, авторы делают акцент на роль мотивационного компонента, который способствует повышению уровня воспитательной культуры будущего учителя. В научной статье авторами представлены показатели мотивации обучения, такие как ценностные отношения к будущей профессиональной деятельности; интерес к профессии учителя; устойчивость профессиональных намерений; система ценностных ориентаций и потребность в самосовершенствовании.

**Ключевые слова:** будущий учитель, мотив, мотивация, воспитательная культура, культура общения, этика.