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Motivation and Nature of Choosing the Teaching Profession

Abstract

The article talks about a very relevant issue of modern pedagogical psychology - the problem of motivation and the choice of a pedagogical profession. The author points to the origin and definitions of current terms of pedagogical psychology. The analysis of the problem of professional activity of a young teacher is considered, it can be approached in different ways and different approaches are shown. It is noted that in some cases attention is directed to the content of professional activity, its forms and methods, and in others to the process of formation of professional qualities. When analyzing the situation of career choice, it is necessary to understand how objective prerequisites for career choice are transformed into personally significant and active motives that guide professional activity. A person not only reacts to specific conditions, objective conditions, impulses of the environment, society, but also connects them with his personal life experience. According to the authors, it is the motive that connects the choice situation and the individual's experience, reflected in the system of value orientations, attitudes and interests formed in it. He also believed that there is a sphere of debate in which the intervention of the teacher should be a topic of discussion in the collective. Senior teacher V. A. Sukhomlinsky believed that the teaching profession comes from heart impulses, so his book is called "I give my heart to children".

Keywords: *Motivation, Teaching Profession, Teacher, Social Regulation, Teacher's Individuality, Professional Choice, Pedagogical Research*

Öğretmenlik Mesleğini Seçme Motivasyonu ve Doğası

Öz

Makale, modern pedagojik psikolojinin çok önemli bir konusundan bahsediyor: Motivasyon sorunu ve pedagojik bir meslek seçimi. Yazar, pedagojik psikolojinin güncel terimlerinin kökenine ve tanımlarına işaret etmektedir. Genç bir öğretmenin mesleki faaliyet sorununun analizi ele alınmakta, bu soruna farklı şekillerde yaklaşılabileceği belirtilmekte ve farklı yaklaşımlar gösterilmektedir. Bazı durumlarda dikkatin mesleki faaliyetin içeriğine, biçimlerine ve yöntemlerine, diğerlerinde ise mesleki niteliklerin oluşum sürecine yönlendirildiği belirtilmektedir. Kariyer seçimi durumunu analiz ederken, kariyer seçimi için nesnel ön koşulların mesleki faaliyete rehberlik eden kişisel olarak önemli ve aktif güdülere nasıl dönüştürüldüğünü anlamak gerekir. Bir kişi yalnızca belirli koşullara, nesnel koşullara, çevrenin dürtülerine, topluma tepki vermekle kalmaz, aynı zamanda bunları kişisel yaşam deneyimiyle de ilişkilendirir. Yazarlara göre, seçim durumunu ve bireyin deneyimini birbirine bağlayan, içinde oluşan değer yönelimleri, tutumlar ve çıkarlar sistemine yansıyan güdüdür. Ayrıca, öğretmenin müdahalesinin kolektifte bir tartışma konusu olması gereken bir tartışma alanı olduğuna inanıyordu. Kıdemli öğretmen V.A. Sukhomlinsky, öğretmenlik mesleğinin kalp dürtülerinden geldiğine inanıyordu, bu yüzden kitabının adı "Kalbimi çocuklara veriyorum".

Anahtar Kelimeler: *Motivasyon, Öğretmenlik Mesleği, Öğretmen, Sosyal Düzenleme, Öğretmenin Bireyselliği, Mesleki Seçim, Pedagojik Araştırma*

Introduction

The choice of the profession of a teacher, the decision to enter a pedagogical university, to become a teacher is the initial stage of a long process of professional self-determination. On any segment of this path, a revision of the position is possible. But even under this condition, the choice made in itself becomes an important milestone in the life path.

It is enough to at least briefly mention all the circumstances in which such a decision was made to make it clear: all the claims, all the main expectations converge in it, as if in focus - and not only of the young man himself, but also of his relatives, parents, comrades. Everyone is waiting for who the graduates of the school will be. The school is waiting. Parents are waiting. The applicant is also waiting. And although there are many factors influencing his choice: here and taking into account his own capabilities, and prestige in the peer group, and family traditions, in the end, it is he who makes the choice. At first glance, the decision to become a teacher (if

admission to a pedagogical university is associated precisely with this profession) is no different from any other. Tomorrow's doctor, engineer, architect also experience all the vicissitudes of choosing a profession. They, too, sometimes make mistakes, they are also threatened by disappointment in the chosen path. But, as already mentioned, the core of the teaching profession is education, transferring to others not only knowledge on the subject, but also social and moral norms, values, beliefs refracted in the personality, individuality of the teacher. This makes the choice especially responsible, and the role unusual.

1. Topic Analysis

The analysis of the problems of a young teacher's professional activity can be approached in different ways (Professional activity of a young teacher, 1982; Sukhomlinsky, 1969). In some cases, attention is focused on the content of professional activity, its forms and methods, in others - on the process of forming professional qualities. As a result, they talk either about what a young teacher knows or can do, or about his essential personal qualities and professional traits.

The choice of a teaching profession is a conscious act of social self-regulation, reflection. How is it carried out? First of all, it is necessary to correlate one's own inclinations, abilities, desires with the peculiarities of the profession, its specifics. Only in the case, as already mentioned, if the objective meaning and goals of professional activity coincide with its personal meaning, can we speak of a person's predisposition to this profession already at the stage of her choice. This predisposition can be determined by the motives for choosing a profession.

If a young person in the profession of a teacher appreciates precisely the opportunity to transfer his experience, knowledge, views, thoughts, feelings, his value orientations to other people, if he is passionate about the process of purposeful communication with young people, we can talk about a motivational predisposition to the profession of a teacher. The earlier these needs are identified, the more fully the goals of the activity are accepted, the more conscious and firm the choice, the less surprises and disappointments in the future.

The study conducted among high school graduates shows almost no clear differences in the assessment of professions, there is a "comparative homogeneity of the scale of prestige" (Titma, 1975). This is one of the manifestations of the fact that the choice of a profession is increasingly losing its social character and the content of future work activity becomes decisive. Characteristically, among the different groups—applicants, students, young specialists—the scale of prestige is the most homogeneous among school graduates. For them, differences in the social position of representatives of different professional groups are insignificant. However, in our

country, the so-called "bohemian" professions have recently been considered more prestigious: legal, medical, the profession of an oilman, etc.

Against this general background, in modern conditions, the prestige of the teaching profession among school graduates has somewhat increased, especially in connection with such a relatively young activity as tutoring. Let's consider some studies, for example, according to M .X. Titma (Titma, 1975, s. 145), graduates of Estonian secondary schools evaluate the activities of a teacher on a par with the work of a scientist. R. G. Gurova (Gurova, 1977, s. 134), notes that among girls the profession of a teacher ranks second on the scale of prestige. Belyaeva's research shows that the prestige of a teacher is highest in rural areas (Belyaeva, 1976).

These facts confirm the presence of high selectivity among many young people who, knowing about the shadow sides of teaching, do not attach importance to them, because in their perception the very meaning and social significance of the work of an educator have real value. This position, in particular, testifies to the readiness to overcome difficulties, to a developed sense of civic responsibility.

Contrary to their comrades, who reject the profession of a teacher because of allegedly insufficient prestige, many students of a pedagogical university declare that they are not interested in the problem of prestige at all. Contrary to the prevailing opinion about the insufficient material security of the teacher and everyday disorder with a very heavy workload, many young people do not attach importance to this factor either.

As a rule, people enter the Pedagogical University because people are attracted by the uniqueness and exceptional significance of the profession. So, the motives associated with the realization of the high social mission of the teacher have the greatest weight. Young people emphasize the social significance and importance of the teaching profession.

The motives associated with understanding the profession as a public good and social value undoubtedly have an impact on the stability of choice and subsequent professional self-determination. Almost 60% of those who named these motives as the leading ones at the stage of entering a higher education institution, subsequently not only did not repent, but claim that they would repeat the choice they made again. But even in this group over the years there is a reassessment of values, there are doubts. 10% believe that if they had to choose a profession again, they would not become teachers. The choice and subsequent self-affirmation in the profession is not an easy process. It is natural that a certain part of teachers, for various reasons, experiences a feeling of dissatisfaction. And yet, the trend is as follows: the higher the level of social and

professional expectations of young specialists, the higher their resistance to natural difficulties in the process of professional self-assertion, the more positive views on the profession are fixed. In turn, the successes achieved again and again convince of the correctness of the choice made.

Analyzing the situation of choosing a profession, it is important to understand how the objective prerequisites for choice are transformed into personally significant and active motives that guide professional activity. A person not only reacts to specific conditions, objective circumstances, impulses of the environment, society, but also correlates them with his individual life experience. It is the motive that connects the situation of choice and the experience of the individual, reflected in the system of value orientations, attitudes and interests that has developed in her.

In scientific works it is noted that for secondary school graduates, the basis for the attractiveness of specific types of work is more general ideas about the sphere of work (M. X. Titma). This is especially evident in the position of university entrants. There are many young people among them who, soberly assessing the situation and their capabilities, understand that in the future they can become teachers, although the activity of a research worker, for example, remains the most attractive. And this future prospect does not frighten them, does not repel them, and is already taken into account when choosing a higher educational institution. In order not to consider the choice of a pedagogical university as a kind of "concession", it is necessary to take into account the great research opportunities of pedagogical activity. True, the status of a teacher-researcher has not yet been fully defined, just as the prospects for his scientific growth are not clear. The most common area of interest and activity of the individual in relation to pedagogical activity is the sphere of humanitarian work. It has been noted that the humanitarian orientation potentially contains great opportunities for the formation of a predisposition to the teaching profession (N. A. Belyaeva). Interest in a person, the formation of his personality, the desire to work with people are indispensable conditions for the successful development of pedagogical activity. At the same time, the desire for self-development, self-improvement, characteristic of the humanities, can also serve educational purposes. According to N. A. Belyaeva, the highest assessment of the teaching profession is given by students who prefer humanitarian fields of activity and have high academic performance in the subjects of this particular cycle. As shown by interviews with young people who have chosen the profession of a teacher, 85.7% of the 112 interviewees mention humanitarian subjects among their favorite subjects at school. A similar phenomenon is observed when

respondents note the influence of their favorite teacher on the choice of profession. At the same time, the specialization of this teacher as a subject teacher is not always “inherited”.

The situation of choosing a profession, as we see, cannot be interpreted unambiguously. If a third of applicants, students and school teachers still show uncertainty about the choice, it is more dangerous than anywhere else.

“Motivation for the choice of pedagogical activity does not directly depend on any specific factors, such as awareness of the upcoming work, professional selection, prestige of the profession in public opinion and its socio-economic status.” Moreover, if it were possible to list all the circumstances of the choice, all the same, such questions as the lack of pedagogical orientation among men would still remain outside the explanation, which undoubtedly makes the picture of motivation predominantly “female” (hence, perhaps, the predominance of motivation in emotional arguments). The same can be said about the problem of the correlation of professional orientation, professional abilities and professional suitability. It is well known that the diagnosis of all these phenomena is still far from perfect, just like predicting the professional fate of an applicant based only on the motives for entering a university. Behind the motivation for choice - and this should be emphasized - is the social experience of the individual, in its entirety, including professional trials. A special role in the formation of the social experience of the individual, on the basis of which the choice of the sphere of activity is made, is played by one's own experience of teaching, experiencing its success or failure, communication with one's own teachers. In the experience of childhood, youth and adolescence, the past, the present, and the future are “played out” first in the mind, and then in practical activity. It happens that past experience actively opposes the choice of pedagogical activity, since it is associated with memories of the teacher's activity as routine, not bringing moral satisfaction and success (Aghamirzayev, 2021). The opposite also happens: people are drawn to the teaching profession because they do not think of parting with childhood and youth, they try to stay forever in the circle of expensive impressions, “stop time”.

In order for a graduate to make a conscious choice, it is necessary to expand the boundaries of his social experience, in particular, by organizing pedagogical and educational activities on an accessible scale. Volunteer work, helping those who are lagging behind, performing the duties of an assistant, sometimes teaching lessons on their own - all these and many other forms of activity in the school and family are purely pedagogical in nature.

Conclusion

Social experience is formed not only under the influence of "pure" activity. It also needs a proper understanding. The self-consciousness of a student who has touched pedagogical work at least once inevitably retains the impression of his fulfillment of the role of a teacher. Systematic participation in pedagogical activity contributes to the formation of an attitude towards this kind of activity, the development of his pedagogical qualities, pedagogical abilities.

It is important to set the teacher to constant study and adequate perception of students; their characters, relationships with peers and adults, attitudes to various events, problems, etc. the better the teacher gets to know the children, the more opportunities he has to be tactful in dealing with them (Kazimi, 2011). But, in striving to know his pupils better and more, the teacher must be able at the appropriate moment and not overhear that which was not intended for his ears; either because it would be tactful to hear, or because to hear would mean to react immediately, but sometimes it is not clear how. The teacher should try not to turn communication with students into a series of shouting and petty nitpicking. Finally, it is sometimes useful not to understand something. All this will prevent many minor conflicts with students and help him intervene with due tact in conflicts between students. The latter is especially important and difficult for. Sukhomlinsky noted that the teacher must be very careful in responding to the contradictions that arise between children, especially at senior school age. He also believed that there is a sphere of contradictions, where the intervention of the teacher should be the subject of discussion in the team. Apparently, this thought of a great teacher can become one of the teacher's attitudes, helping him to solve the problem of pedagogical communication (Sukhomlinsky, 1969).

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