

**KAPITEL 7 / CHAPTER 7⁷****SOCIO-PSYCHOLOGICAL ASPECTS OF MOTIVATION TENDENCIES IN THE PROFESSIONAL ACTIVITIES OF A TEACHER IN THE CONDITIONS OF WAR: A COMPARATIVE ANALYSIS****DOI: 10.30890/2709-2313.2025-37-02-003****Introduction**

The study of the problem of motivation of professional pedagogical activity in psychology has long traditions. The motivational potential of a teacher in the pedagogical team, in an educational institution, is of particular importance. After all, the pedagogical team of an educational institution is a complex structural formation, has special channels of communication and interaction, communication, "perceptual distancing". It should be noted that the study of the motives of pedagogical activity is an important task for psychological science. After all, we can state that distance learning in the conditions of war in Ukraine has somewhat reduced students' interest in learning. However, it has opened up new horizons and a field of scientific research for the study of the socio-psychological features of motivation and professional self-development, self-improvement of teachers. It transforms the main moments of interaction between the personality of a teacher and the organization in which he spends a significant part of his time. And a theoretical analysis of the structure of motivation, as well as knowledge of the motives that motivate a person to work in the field of education, will allow solving many tasks related to increasing the effectiveness of pedagogical activity. We note that one of the most important components of pedagogical activity is the motivational complex, the teacher's socio-psychological attitudes in the motivational-needs sphere. In psychological sources, motivation as a mental phenomenon is interpreted differently. In one, it is a set of factors that support, guide and determine human behavior, in another as a set of motives, or an incentive that causes the activity of the organism and determines its direction. In addition, motivation is presented as a process of mental regulation of a specific activity: the

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process of the motive's action and at the same time a mechanism that determines the emergence, direction, and methods of implementing specific forms of activity; as a general system of processes responsible for motivation and activity. Therefore, the path to effective professional activity of a teacher's personality lies through understanding his motivation. Only knowledge of what motives form the basis of pedagogical actions, which guide the teacher and encourage him to professional pedagogical activity, will allow psychologists to try to implement and develop effective systems, forms and methods of effective professionalization.

The purpose of scientific research is the theoretical justification and empirical examination of the features of the motivation of the professional activity of teachers in the educational space in the conditions of war.

The subject of the research is the motivation of the professional activity of teachers in the educational space in the conditions of war.

The motivational potential of a teacher in the educational space is a complex interaction of psychological and pedagogical tools, the reality of an educational institution, a social environment in which favorable conditions for personality development have been created.

Research hypotheses:

1. Probably, teachers with more than ten years of teaching experience, unlike novice teachers, show a higher level of motivation and integration of lifestyles in the educational space.

2. Probably, there are differences in the general structure of motivation of teachers with different years of professional activity.

3. Let's assume that the level of internal motivation decreases among professional teachers with more than twenty years of work experience.

Research methods – methods of theoretical and empirical research: analysis, systematization, modeling, survey, testing, qualitative and quantitative data analysis using mathematical statistics methods. The empirical research used: T. Ellrs' "Tree" methods of diagnosing motivation for success; work motivation (K. Zemfir modified by A. A. Rean), questionnaire of teachers' attitude to the teaching profession, methods



of diagnosing social and psychological attitudes of the individual in the motivational and need sphere, methods of mathematical and statistical data processing, correlational, comparative analysis, correlational analysis according to Pearson.

Research base. The group of respondents - 60 teachers of educational institutions of the Lviv region, in particular, persons with teaching experience of up to 10 years (30 respondents), with teaching experience of more than 10 years or more (30 respondents). The sample was made up of teachers aged 21-75 (18 men and 42 women).

For analysis, we will consider the key concepts of the study:

Educational space is a pedagogical environment of an educational institution, a social environment where favorable conditions for personality development have been created.

Motivation is an incentive, a stimulus, a system of motives that make a person work hard, achieving success.

Pedagogical activity is the interaction between a teacher and a student, managing the activities of schoolchildren in the educational process, which ensures the development of all spheres of the student's personality.

Motives of professional pedagogical activity are a dynamic process that changes at different stages of professional formation in the educational space. In the process of mastering the profession of a teacher, the role of internal motivation, which is connected with the self-affirmation of the individual in the profession, increases [11].

It was found that the studied teachers have differences in motivational tendencies regarding professional teaching activities in war conditions. Teachers with different years of teaching experience have the following: internal motivation, motives for achievement, rewards, recognition, the need for good working conditions and relationships with colleagues, and selfish orientation.

Theoretical aspects of motivation research

There are significant differences in the interpretations of the concepts of "motive", "motivation" between different directions and schools of domestic and foreign psychology. We state that the interpretation of "motive" is a significant scientific problem. First of all, a terminological dilemma has arisen among linguists: why are



"motivation" and "motive" terminologically used as synonyms. The concept of "motivation" covers a wide range of motives. These are attitudes, dispositions, motives, needs, interests, aspirations, goals, and drives. In a certain generally accepted sense, motivation is sometimes studied and characterized as a determination of behavior. The views of psychologists differ significantly. The views of psychologists differ significantly. They study various psychological categories and phenomena. In particular, L. I. Bozhovych describes intentions, ideas, ideas, feelings, experiences; H. Heckhausen - needs, drives, motivations, inclinations; moral-spiritual, political attitudes; mental processes, states and properties of the personality - M. V. Savchyn; attitudes - A. Maslow; conditions of existence - K. Vilyunas, and motivations, on which the purposefulness of actions and their features depend - V. S. Merlin [5; 7].

Often in psychological sources a one-sided interpretation of motivation is given, and the very content of the essence of "motivation" is an ambiguous position of psychologists on an important issue. What is the ratio of the energy and content sides of motivation. This is an energy source of activity that does not include the content side. Foreign researchers, and in particular, the psychoanalyst, Z. Freud presented all motivational patterns as dynamic-energy; Freer as the energy aspect of experience and reactions; Brown and Farber define motivation as an energetic, dynamic function (in contrast to learning as an associative, regulatory) [13].

Motivation as a driving force occupies a leading place in the structure of the personality, it encompasses its main structural formations: orientation, character, emotions, abilities, activity and mental processes. The qualities of character often express purely dynamic and meaningful characteristics. These are the stability of motives, switching, the possibility of willful suppression of impulsive drives, as dynamic and meaningful - discipline, a sense of responsibility, sociability [12].

Psychologists often consider a motive as an "intellectual" product of brain activity, as reasoning. A foreign researcher in his profound work "Motivation and Activity" states: "a motive is a construct of thinking, that is, a theoretical construction, and not a really existing psychological phenomenon." He believes that in reality there are no motives, they cannot be directly observed and therefore they cannot be presented



as facts of reality [15]. Domestic psychologists believe that it is impossible to combine needs and motives in the structure of motivation. Then they deprive the terminology of “motive” of independent content.

So, we consider a motive as an internal incentive of a person to various types of activity (activity, communication, behavior), associated with the satisfaction of a certain need. Based on the judgments of psychologists regarding the consideration of “motivation”, we share the approach that the motivational sphere is a set of stable motives that have a certain hierarchy and express the orientation of the individual. The generally known explanations of the essence of a motive among psychologists differ in meaning and terminology. But despite this, a motive is one specific and specific psychological phenomenon, but different in different approaches.

Motivational trends depend on what motives, incentives are the basis for the implementation of professional pedagogical activity by teachers in the educational space and environment of the educational institution.

Psychological studies and literature reviews widely present the conditions for the formation of motives for professional competence in pedagogical activity. The professional competence of a teacher itself is formed by interconnected structural components - pedagogical, psychological, general, integral, motivational, methodological, communicative. This list can be continued, but we note that the conditions for the formation of motives for professional competence of a teacher act in unity and determine the formation of all components. This contributes to the development of professionally important and personal qualities of both future teachers, novice teachers and teachers with significant pedagogical potential and experience in pedagogical activity. Pedagogical activity is a special type of social activity, which is aimed at transferring socio-cultural, theoretical and practical experience, cultural values to new generations, and provides conditions for their personal development. Pedagogical activity is a creative process, as a result of which a new creative achievement arises, which is not contained in the initial conditions of the "educational task". In view of this, not all teachers have the skills of reflection, are able to work in a pedagogical team, take into account the educational needs of students, and their



motivational tendencies are very often not related to the purpose of pedagogical activity - teaching, upbringing, education and development of younger generations. Very often, young specialists refuse to work in an educational institution due to low salaries, high demands from management and emotional tension in communicating with students, parents, and management.

In the study, we demonstrate the socio-psychological aspects of motivational trends in the educational activities of teachers during the war in Ukraine. We will present the results of the project "Education". We note that today the share of young teachers under the age of 25 has decreased (there are only five percent of them), and teachers over the age of fifty with twenty-thirty years of professional teaching experience in Ukraine have tripled. The average age of teachers is forty-six years. The low level of wages and high moral requirements are "anti-motivators" at the beginning of the professional path and the main reason for not working as a teacher.

Young specialists identified the main problems of the teaching profession - low wages and emotional overload (experienced by 75% of teaching staff). The situation can be changed by raising the level of both material and cognitive-emotional components. Schoolchildren perceive positively those teachers who do not have a very big difference in age and speak with them in the language "tik tok" and other social networks, they follow new trends in the social life of the world.

Another global problem is the low level of mental health of teachers. The military actions in Ukraine deepened this aspect of teacher professionalization. Educational activities take place to the sound of sirens, explosions, in bomb shelters. Online communication with students in war time conditions somewhat reduced teachers' motivation for professional pedagogical activity. The motivation of students is also at a low level.

The main content of the teaching profession is communication and relationships with childrens, parents and social communication.

The teacher's task is to understand children as deeply as possible, to meet their educational needs, and to promote personality development. Personal relationships in the pedagogical process and the teacher's morality are important. The leading role in



the productivity of pedagogical activity is played by the level and structure of motivation. However, not all parameters of pedagogical activity strictly depend on the manifestation of the teacher's motivation level. Psychologists believe that there is no significant connection between the teacher's motivation and the adequacy of his ideas about the student's personality.

The second point is the low motivation of young people to work as teachers. The main one is personal motivation. A significant part of students works (as waiters, cashiers). There is little time left for studying. We believe that the basis of effective learning is the personal motivation of students and teachers. In the conditions of war, there is a discrepancy between the cognitive motivation necessary for the educational process and really significant personal motives, in particular the satisfaction of material needs, preservation of life, mental and physical health.

It should be noted that studying the motives of pedagogical activity is an important task for psychological science. After all, we can state that online distance learning in the conditions of the war in Ukraine reduced the interest of students in learning.

However, it opened new horizons and a field of scientific research for the study of socio-psychological features of motivation and professional self-development, self-improvement of teachers.

Motivational trends of educators

A theoretical analysis of the structure of motivation, as well as knowledge of the motives that motivate a person to work in the education system, will allow solving many problems related to increasing the effectiveness of pedagogical activity. We identified the motives of the professional activity of teachers of the Lviv region. Ukrainian teachers are stressful, but they love their pupils. This is the moral aspect of the problem. We explored the motives of teachers' professional activity. There were two groups of teachers. The **first** group is teachers who have worked at the school for up to ten years. The **second** group is teachers who have been working at the school for more than twenty years.

We studied three groups of motives for pedagogical activity. Motives of pedagogical activity are the next: motives of responsibility; motives of interest and



passion for the subject; motives of communication.

Having analyzed the results obtained using these methods, we can state that *there are 3 groups of teachers* with different levels of motivation and different manifestations of orientation:

Group 1 is highly motivated teachers who have clearly and harmoniously, proportionally presented orientations. They love children, the subject and communication with them. There are 75 % of them.

Group 2 – are the teachers with a low level of motivation. In them, motivational tendencies are presented inharmoniously, they have a low level of their manifestation. They love children, the subject and are afraid of communicating with them. There are 20 % of them.

Group 3 are teachers with disharmonious tendencies in the manifestation of orientations. In them, they are also disharmonious and disproportionately expressed. Some orientations have an excessively bright line, are strong, and some are completely absent. It is difficult for teachers of this group to implement pedagogical tasks. There are 5 % of them.

Results of the comparative analysis

According to the results of the comparative analysis, there are significant differences that exist in the pedagogical experience of the professional activity of teachers with a teaching experience of up to ten years and more than ten to twenty years. We also found differences in the severity of orientations.

It was found that the studied teachers have differences in motivational tendencies regarding professional teaching activities in war conditions. Teachers with different years of teaching experience have the following orientation: internal motivation, motives for achievement, rewards, recognition, the need for good working conditions and relationships with colleagues and selfish. Broad social, personal, pragmatic, strong, short-term and remote motives prevail in the structure of the teacher's professional activity.

The motivational tendencies of a teacher have a dynamic manifestation, their vector changes at different stages of professional formation in the educational space,



in particular, the role of internal motivation, as a teacher's self-affirmation in the profession, is growing. Dominant motivation is an individual process that is closely related to the conditions of the organization of pedagogical activity in the educational space.

In particular, teachers with up to ten years of experience and novice teachers have a low orientation and orientation to selfishness and material needs than teachers with a long teaching experience. Teachers with more than ten years of teaching experience are money-oriented and selfish. In the conditions of the war, this can explain their selfish orientation a little. Long-term experience in teaching activities, online learning in covid and mixed learning, stressful and traumatic living conditions have completely exhausted them.

Teachers, why are at the start of their career have wider social contacts, volunteer, donate, so they are less exhausted by the existing social situation. They adapt more quickly and are open to changes and professionalization (certification, computerization, communication in social networks).

The motivational potential of a teacher in the educational space is a complex interaction of psychological and pedagogical tools, the reality of an educational institution, a social environment in which favorable conditions for personality development have been created. The structure of a teacher's professional activity is dominated by broad social, personal, pragmatic, strong and moderate, short-term and long-term motives. The motivational tendencies of the teacher have dynamic manifestations, their vector changes at different stages of professional formation in the educational space, in particular, the role of internal motivation, as self-affirmation of the teacher in the profession, is growing. Dominant motivation is an individual process that is closely correlated with the conditions of the organization of pedagogical activity in the educational space and environment.

The study of the problem of motivation of professional pedagogical activity in psychology has a long tradition. The motivational potential of the teacher in the teaching staff, educational institution acquires special importance. After all, the teaching staff of an educational institution is a complex structural entity, it has special



channels of communication and interaction, communication, perceptual distancing.

The structure of a teacher's professional activity is dominated by broad social, personal, pragmatic, strong and moderate, short-term and long-term motives. The motivational tendencies of the teacher have dynamic manifestations, their vector changes at different stages of professional formation in the educational space, in particular, the role of internal motivation, as self-affirmation of the teacher in the profession, is growing. Dominant motivation is an individual process that is closely correlated with the conditions of the organization of pedagogical activity in the educational space and environment.

Analysis of empirical research results

The application of the "Tree" projective method demonstrates the general picture of motivation for professional activity, and the teachers themselves were able to realize the dominant and relevant motives of pedagogical activity. We can state that 12% of teachers demonstrate the motives of pragmatism, satisfaction, material well-being; 15% are motivated to learn and update, strive for self-improvement; 35% of teachers have a need to surround themselves with beauty in all its manifestations, that is, the aesthetic motive dominates; 16% expressed the need for emotional closeness, building friendly relationships with students, parents, in the teaching staff, i.e., the dominant motive is communication; 10% of teachers have a motive for self-affirmation, the need for approval, recognition, high social status; 12% have motives for self-improvement, they are aware of their needs, have a formed system of moral values, and strive to meet the standard of the "ideal teacher".

In the group of teachers with more than twenty years of teaching experience, we did not notice significant differences in motivation compared to novice teachers. However, the dominant motives of teachers who have been working in schools for more than thirty years are self-improvement, the desire to meet the "professional teacher" standard (76% of respondents), and 24% of teachers have the motives of pragmatism, satisfaction, and material well-being.

In the pedagogical activity of teachers with different experience, there are significant differences in the orientation and expression of certain motives of



professional activity. In particular, this is the dominance of internal motivation, motives for achievement, reward, recognition, realization of the need for professional communication and close relationships in the pedagogical team. Proper working conditions for the implementation of professional pedagogical activities are important for overcoming egoistic orientations.

Beginning teachers with up to ten years of teaching experience are focused on their personal and societal significance for the social environment. At a high level, they are dominated by motives of achievement, self-improvement, professional interest, they are oriented towards finding something new in the profession. Therefore, they have a prevailing motive to surpass other teachers in professional pedagogical activities.

Teachers with more than 10 years of teaching experience have the following motivational tendencies: material stimulation, finding like-minded people in solving professional tasks and its approval, prestige of the profession, support of professional image, opportunity to build career growth. They professionally and masterfully perform professional tasks, guided by the motive of social necessity for education, training and development of students.

Motives of pedagogical activity:

1. motives of duty;
2. motives of interest and enthusiasm for the taught subject;
3. motives of communication.

Having analyzed the results obtained using these methods, we can state that there are three groups of teachers with different levels of motivation and different manifestations of orientation: Group 1 is highly motivated teachers who have clearly and harmoniously, proportionally presented orientations. Group 2 are teachers with a low level of motivation. In them, motivational tendencies are presented inharmoniously, they have a low level of their manifestation. Group 3 are teachers with disharmonious tendencies in the manifestation of orientations. In them, they are also disharmonious and disproportionately expressed. Some orientations have an excessively bright line, are strong, and some are completely absent. It is difficult for



teachers of this group to implement pedagogical tasks.

According to the results of the comparative analysis, there are significant differences that exist in the pedagogical experience of the professional activity of teachers with a teaching experience of up to ten years and more than ten to twenty years. We also found differences in the severity of orientations.

And in particular, teachers with up to ten years of experience and novice teachers have a low orientation and focus on selfishness, material values (worse) compared to teachers with long experience in teaching.

Teachers with more than ten years of teaching experience are money-oriented and selfish. Now we live in a war and this can explain their selfish orientation a little. Long-term experience in teaching activities, online learning in covid and mixed learning, stressful and traumatic living conditions have completely exhausted them.

Beginning teachers have wider social contacts, volunteer, donate, so they are less exhausted by the existing social situation. They adapt more quickly and are open to changes and professionalization (certification, computerization, communication in social networks).

The results of the questionnaire "Teachers' Attitudes to Pedagogical Activities": 20% of people demonstrate professional and practical value motives; the emotional and communicative motive - 60% of the studied teachers, and the motive of self-determination in 15%. Thus, we discovered the peculiarities of how teachers themselves relate to pedagogical activities and the direction of motivational trends. We presented the results of the survey of teachers with more than ten years of teaching experience in Fig. 1.

Comparative analysis of the motivation of pedagogical activity.

Work motivation (K. Zemfir's methodology modified by A. Rean) was used by us to study the motives of pedagogical activity. Since these motives have different orientations for the studied teachers - narrow, personal, the prestige of the teaching profession, material, or broad, social - benefit for the development of the nation, Ukrainian society and humanity in general.

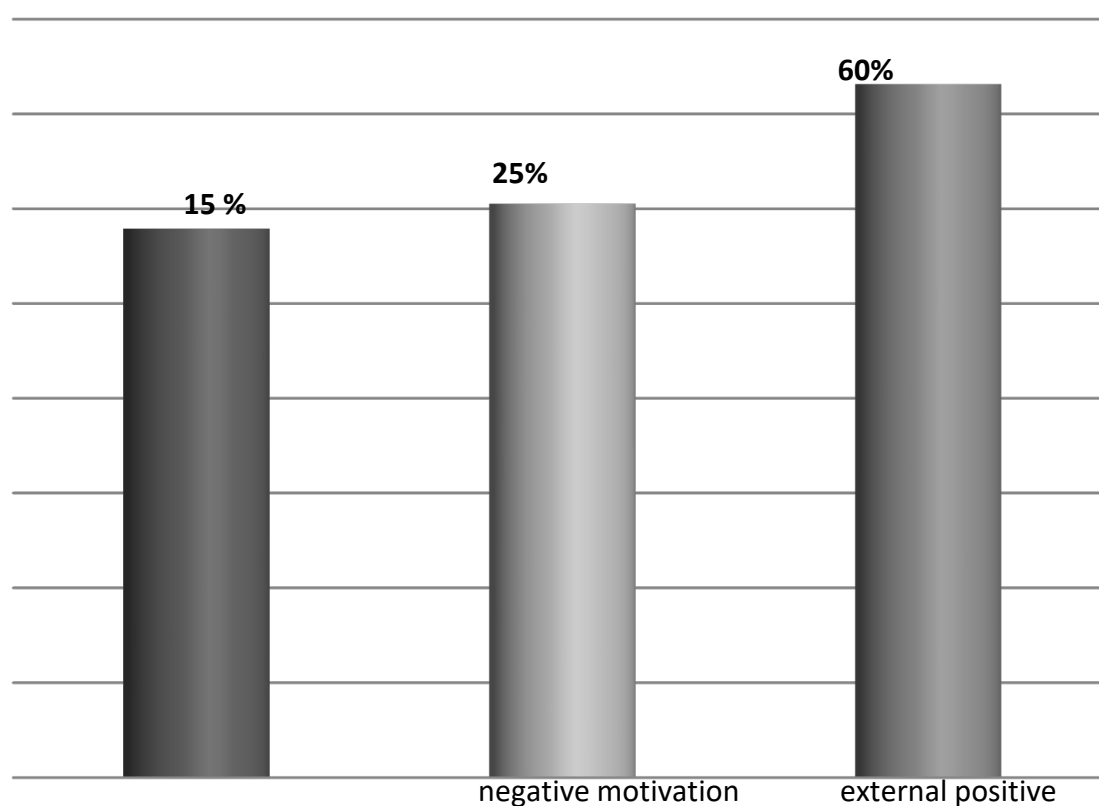


Fig. 1. Average indicators of various types of motivation of pedagogical activities of teachers with more than 10 years of experience.

The results of the study of the motivation of professional activity among teachers with up to ten years of work experience according to the method of K. Zemfir in the modification of A. Rean. We found that 42% of the studied teachers with less than ten years of teaching experience demonstrate internal motivation for professional activity. They get moral satisfaction from the profession, there are motives of social, public and personal significance regarding the activity.

32% of teachers with less than 10 years of professional experience are dominated by external positive motivation. The studied teachers are encouraged and motivated to work by both material incentives and the possibility of professional growth in teaching activities, as well as approval and recognition, self-affirmation in the social



environment (colleagues, directorates, methodologists, parents, friends).

Negative external motivation is characteristic of twenty-six percent of teachers. They work because pedagogical activity is the material basis for a normal life. They believe that it is necessary to work, it allows to satisfy material needs. It is necessary to comply with the requirements for the activity, otherwise they can be fired. It spells ruin for them, they will lose their source of income. The credo of their activity is "that's how it should be".

According to the results of the conversation with the teachers, we found that the motivation of the professional activity of the teachers under study is closely correlated with the safety of the educational environment, the level of discipline in the class of schoolchildren. It is most difficult to carry out pedagogical activities with students of teenage age. This is noted by 70% of teachers. The motivation of teachers is high in those classes where students are educated and disciplined. This motivates teachers to high achievements in their profession, the use of innovative approaches, new teaching methods, close communication with students not only within the walls of the school, but also in social networks. 17% of teachers appreciate the discipline of students, the ability to organize themselves in class before completing educational tasks, and 13% believe that students who are oriented towards acquiring knowledge demonstrate high success and a desire to learn. This is a strong motivator for teachers and prompts them to intellectually search and choose methodological tools that will further develop students' cognitive interest. Teachers also note that an important driver of successful professional activity is the teacher himself is aware of personal motives in the teaching profession, knows how to adequately assess his capabilities (adequacy of self-assessment), can make corrections regarding educational material in accordance with the age and psychological characteristics of students.

According to the results of the conducted empirical research, we can see the trend and dynamics of changes in the motivational field of teachers with different years of professionalization. The motivational sphere of teachers is a dynamic process, and the very motives of pedagogical activity are transformed and changed with positive or negative dynamics.



At the stage of adaptation to professional activity, beginning teachers have high motives and achievements, self-improvement, which is stimulated by the internal motivation of pedagogical activity. At the stage of pedagogical mastery, we observe the reverse process. The experience of teaching activity increases with seniority, but the years of performing professional duties within the walls of an educational institution somewhat lower internal motivation, and the effects of external motivation are somewhat higher

Teachers lose interest in teaching activities over the years, the orientation and desire for achievement decreases, and demands for recognition, reward, communication in the professional and family circle are high and dominant.

So, *the first hypothesis* that teachers with more than ten years of teaching experience, unlike novice teachers, show a higher level of motivation and integration of lifestyles in the educational space was partially confirmed.

The *second hypothesis*, that there are probably differences in the general structure of motivation of teachers with different years of professional activity, was fully confirmed.

The *third hypothesis*, that the level of internal motivation decreases among professional teachers with more than twenty years of work experience, was fully confirmed.

We can formulate *recommendations* to increase motivation and effectiveness of teaching activities. First of all, in the first place, in order to increase the motivation of achievements and internal motivation of teachers, it is necessary to properly materially stimulate achievements in professional pedagogical activity.

Secondly, to stimulate the cognitive and intellectual search of teachers in the application of innovations in the profession, and for psychologists to conduct timely corrective work to prevent emotional and professional burnout in the performance of professional duties. This will allow the teacher to professionally implement the tasks of pedagogical activity in the educational space.



Conclusions

The professional activity of a teacher in the educational space is a special type of pedagogical activity aimed at imparting socio-historical and cultural experience to students, creating conditions for their personal development. The content of the teacher's activities in the educational space - the teaching staff, the educational institution, the social environment - is the development, training, education of schoolchildren.

The structure of a teacher's professional activity is dominated by broad social, personal, pragmatic, strong and moderate, short-term and long-term motives. The motivational tendencies of the teacher have dynamic manifestations, their vector changes at different stages of professional formation in the educational space, the role of internal motivation is growing, as self-affirmation of the teacher in the profession. Dominant motivation is an individual process that is closely correlated with the conditions of the organization of pedagogical activity in the educational space and environment.

In the pedagogical activity of teachers with different experience, there are significant differences in the orientation and expression of certain motives of professional activity. This is the dominance of internal motivation, motives for achievement, reward, recognition, realization of the need for professional communication and close relationships in the teaching team. Proper working conditions for the implementation of professional pedagogical activities are important for overcoming egoistic orientations.

Beginner teachers with up to ten years of teaching experience are focused on the personal and social significance of their activities for the social environment. At a high level, they are dominated by motives of achievement, self-improvement, and professional interest, and they are oriented towards finding something new in the profession. Therefore, they have a prevailing motive to surpass other teachers in professional teaching activities. Teachers with more than ten years of teaching experience have the following motivational tendencies: material stimulation, finding like-minded people in solving professional tasks and its approval, prestige of the



profession, support of professional image, opportunity to build career growth. They professionally and masterfully perform professional tasks, guided by the motive of social necessity for education, training and development of students.

Therefore, the motivational trends of the professional activity of teachers in the educational space should be in the field of scientific research of a psychologist. The success of the educational and educational activity of students and the formation of professional motives among beginning teachers depends on the well-established interaction of the school management, the psychologist and the teaching staff.

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