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WORLD EXPERIENCE IN IMPROVEMENT OF PEDAGOGICAL STAFF DEVELOPMENT MOTIVATION SYSTEM

The working activity of educational institutions in the reform context requires innovative and active behavior of staff, development of their creative abilities. The innovative development of modern institutions of general secondary education is impossible without the formation of innovative thinking of staff. It requires a qualitatively new approach to the formation of a motivational mechanism. Unlike traditional approaches to human resource management, the managers of modern educational institutions should activate the innovative behavior of teaching staff, create conditions for their professional and creative development and apply advanced approaches to motivation system.

The implementation and development of innovative educational technologies require the study of psychological and pedagogical factors that influence the readiness of teachers to professional growth as the key component of the educational institutions strategy success depends on the teachers desire to professional development (*School management, 2019*). Most educators are not ready for the changes because the process of staff formation in educational institutions is established and conservative for a long time. Making adjustments to practical activities, updating working tools, introduction of new technologies requires personal desire and stimulation, influence of topical motivational factors that encourage professional growth (*Kosenko, 2019*). Accordingly, all innovations in the reforming process of the educational sector will be useless unless

the concept of professional activity motivation and stimulation of teachers on the basis of innovation is defined (*Bobrovsky, 2019, p. 53*).

Scientists have identified the motivation system of staff development as a system of determinants, causes, incentives, motives, which encourages educators to professional growth; motivation is seen as a system of ideas and beliefs, feelings and experiences that express the material, spiritual, natural, cultural needs of the individual; just awareness of needs and incentives for satisfaction of professional growth creates a general mechanism for motivating the educator development (*Kremin', 2008, p. 528*).

Foreign scientists traditionally divide motivation into internal and external. Exactly internal motivation determines the importance of professional development process, serves as a source of inspiration and satisfaction in terms of personal needs (for example, creative realization, enhancement of competence). External motivation is driven by material incentives from the outside and aimed for achieving positive results (e.g. career, money value, awards, etc.). Teachers motivated by internal factors defined as "enthusiasts". They enjoy the process of learning, communicating with students and colleagues, interested in the continuous improvement of their own professional skills and professional results, open for new ideas and mostly initiate their implementation. Enthusiasts are usually presented in any organization, but they are an absolute minority. They are the exact innovators that can bring significant benefits to their organization through their creative ideas.

The main task of management in an educational institution is to find the hidden potentials and to use them skillfully for development both an educational institution and the educators themselves. Effectively combining internal and external factors of personnel development motivation with skillful management of innovations, the management of the general secondary education institution can significantly increase the efficiency of pedagogical activity (*Vishnevskaya, 2016, p. 142*).

In his research, J. Staes, a popular Belgian expert on motivational innovation in educational institutions, emphasizes fundamentally new bottom-up approaches in any

organization, using an interesting metaphor for new ideas – the red monkeys (*Staes, 2017*). The scientist believes that new ideas – "red monkeys" – are emerging between the representatives of different ecosystems in the process of exchange of thoughts. An emerging innovation will attract attention in its natural habitat (jungle) and find followers or opponents. According to teachers' attitude to innovation of development motivation, therefore J. Staes recommends to distinguish four categories:

- “creators”: educators who generate new ideas but cannot implement them on their own;

- “pioneers”: Allies of innovators who have the time, desire and resources to develop and implement those ideas. They can realize the innovators’ idea;

- “followers”: those who do not have much inspiration for innovation but are ready to implement it if innovations are tested by the pioneers and will benefit them;

- “settlers”: conservatives, opponents of change. On the one hand, they are necessary for system stability, but on the other hand, they will be forced out of the organization if global changes occur.

According to J. Staes, the success of the development of the organization and, accordingly, the introduction of innovations lies precisely in the conflict between "innovators" and "settlers ". The consensus model in which education staff are satisfied with the current situation does not motivate innovation.

However, human resources are crucial for successful innovative staff development in general secondary education institutions. The methods and stages of motivation development for educators presented by the author represent a small part of possible influences and incentives, but their realization can significantly influence the speed and activity of applying new pedagogical ideas.

The success of the innovative process depends on the fact as far the direct participants in the innovative process are interested in the rapid implementation of the know-how in the educational process. In this regard, stimulation of innovative professional activity should be based not only on material, but also on non-material

(socio-psychological) forms of stimulation, focused on meeting the needs of the teacher's personal growth. The scientists emphasize that staff motivation to innovative activity has its own peculiarities and the need to develop methodological foundations for creating an appropriate motivation development mechanism as a tool for activating employees' innovative behavior (*Monastirskaya, 2009, p. 210*).

But for the lack of necessary institutional changes and poor motivation, the labor behavior of the majority of the able-bodied population of Ukraine remains passive and is characterized by the expectation of the results of further economic and social reforms. Differently new changes in the attitude of the staff to quality are hampered by inadequate motivation and qualification of specialists. Crisis economic phenomena do not contribute to the systematic knowledge updating, the desire to improve the employees' skills, there is an outflow of skilled personnel abroad. The experience demonstrates that the educational institutions staff in Ukraine is not ready to use different types of innovations and for the most part is a deterrent to innovation. The experts in the field of pedagogical management believe that this is due to the fact that the teaching staff has a fear of changing the usual way of work, unwillingness to make efforts for additional training without significant material incentives.

Creativity and innovation, which will make the educational service unique, give them excellent quality and competitive advantages largely depend on the teaching staff in general secondary education institutions. Therefore, the management of the educational institution should try to meet the needs and expectations of its teaching staff in recognizing and receiving satisfaction from work as well as in their development.

Motivation can be considered as creating the conditions for all-round encouragement, the promotion of teaching staff to professional activities aimed at achieving the strategic goals of the institution of secondary education. The incentive system should also include the obligatory encouraging the development of creative abilities of teaching staff, the generation of creative ideas which is a prerequisite for innovation. Teachers' effectiveness in implementing innovation depends on the fact as

much the instant participants of the process are interested in the speed of getting the result. The motivational mechanism for engaging staff to innovate will be effective when it is based not on the ground of administrative influence but on a socio-economic leverage. This will enable the management process to be carried out on the principle of self-regulation.

The activity of educational institutions in the context of reform requires innovative and active behavior of staff, development of their creative abilities. The innovative development of modern general secondary education institutions is impossible without the formation of innovative thinking in staff and requires a qualitatively new approach to the formation of a motivational mechanism. Combining different methods of stimulation, working with staff to identify their motivational factors will promote the development of educators' professional skills, development strategies implementation in secondary educational institutions.