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**INFLUENCE OF MOTIVATION OF TEACHER ON STUDENTS
SELF-EDUCATION**

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Abstract

This article reveals the understanding of motivation as an essential factor influencing the increase in the level of self-education students. Insufficient motivation of teachers to organization of educational process leads to poor quality education of students, and therefore increases the level of self-education students. It also defines the role of the teacher in the education process, both at the stage of determining the relationship of the teacher and the learner, and at the stage of independent work. The most relevant approach to quality management of teaching staff in Universities - accounting of the formal criteria of professional correspondence teachers. It also considered the personal and professional qualities of the teacher. Determine the forms and methods of teaching, which helps the interaction of the teacher and student in the educational trajectory. Students use these types of works to understand the proper organization independent of the process of obtaining knowledge. All of this allows the learner to determine the level of theoretical and practical literacy of the teacher, the adequacy of communication, and potential to perform the interconnected activities in the process of education.

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Keywords: Self-education students, motivation, personal qualities, competence.

1. Introduction

Currently, the social order of society dictates us to prepare students who are able to learn independently throughout his life, as well as independently able to solve problems and achieve their goals. Self-education in the University, is a comprehensive personal education of the future specialist, the mechanism of which is the development of dialectical thinking, which allows to process information from different disciplines, to summarize it, organize and categorize for the solution of professional tasks and mastering General cultural and General professional competencies (organizational, communicative, reflexive, special professional, and socio-professional) (Gluhova, 2010, p.39). Needless to say that self-education need learn. To be able to set goals and define tasks. But at the first stage of education at the University by students to do it hard enough. And of course, help them with it comes to the teacher. Each teacher or not, will be able to teach students to learn? Undoubtedly, an important role is played by the interaction of the teacher and the student.

2. Problem Statement

Today, the most relevant approach to the management of quality teaching staff in Universities is the account of the formal criteria of professional correspondence teachers: academic degree (title), the presence of relevant education, teaching experience, timeliness of completing the qualification, publication activity, scientific research etc. these indicators are generally correct guidelines for Universities when recruiting personnel and teachers, with the position of those professional results that they will need to be focused. However, such indicators are insufficient for comprehensive management of teaching quality, including through the development of personal qualities and professional teachers. What personal and professional qualities of each of the teachers – his interest in obtaining quality learning outcomes (the qualitative impact of students' knowledge), its subject matter, the expert's competence and his ability to effectively apply this competence, including with the use of modern forms of education outside, are the main factors for successful improvement of quality of education at the University. Currently, there are attempts to assess the professorial-teaching staff of the Universities used in the evaluation of the quality of learning are mostly formal and do not identify real professional and pedagogical experience of teachers and their other qualities that have a direct impact on the level of training of graduates. Particularly relevant is this issue in the preparation of bachelors in the areas of training we work with teachers at the University.

3. Research Questions

Currently, a huge (but not qualifying certification) the role of personal qualities of the teacher, his image in the educational environment, the educational environment (students), as well as in the expert community. Minor is defining what data the personal qualities they are not recorded anywhere in the documentation, when passing the competition. The basis for the development of these qualities supports the professional motivation of the teacher and his willingness to continuous personal and professional development (self-education throughout life), focus on training students to independently solve career-oriented problems (Andreyev, 2000). All this has made urgent the development of a new assessment model of the teaching staff that sets new benchmarks for increasing demand of modern educational process of personal and professional qualities of teachers.

The main qualities that must be developed and maintained are: 1. high motivational activity the teacher for effective work (increase of self-educational activity of students and apply this in practice) and their own

professional development not only to achieve, but also to continuously improve the quality of educational outcomes by changing and adding methods and techniques, the application of which it is possible; 2. a high level of qualification and recognition, confirm personal professional achievements in a specific professional field directly related to the subjects taught – the subject matter competence of the teacher; 3. the ability of teachers to engage students in the educational process, using a wide variety of modern forms and methods of teaching and pedagogical competence of the teacher.

More frequent performance evaluation of teachers are: the availability of the necessary knowledge in the field of management in General (management of educational process); available at the teacher's own management, consulting and practice-oriented experience (ability to communicate with different personality types, to find an approach to each student; understand the audience: how to distribute sub-themes according to the work schedule and time allotted for the lesson); knowledge of his subject and continuous self-development throughout life (Shishov, 1999). With the implementation of self-educational activities of the University students by means of language, you must use the following types of works: creative tasks; educational games (role games, business games and educational games); social projects; learning and consolidation of new material (an interactive session working with visual AIDS, video and audio); the discussion of complex and controversial issues and problems, debates; the resolution of the problems. These types of works are used to understand the proper organization independent of the process of obtaining knowledge by students. All of this allows the learner to determine the level of theoretical and practical literacy of the teacher, the adequacy of communication, and potential to perform the interconnected activities in the process of education (Savina, 1998).

Every day the teacher shows and proves their competence in practical and lecture classes. Students see this zeal and effort in the presentation of the material more accessible and easily digestible. Such daily interaction of the teacher and the student gives an understanding of each other's activities, which entails the respect of both the first and second. The respect and desire to attend a teacher's experience and authority which motivates training to achieve those or other results.

Consider the key criteria of motivational activity, influencing the quality of educational outcomes, and as a consequence, and affect the level of self-education students.

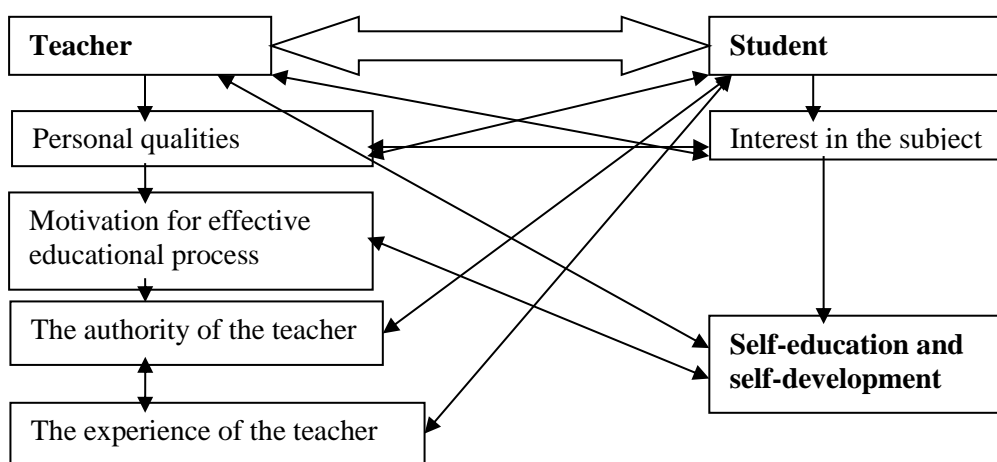


Figure 01. Criteria for a motivational activity students

As you can see from the picture, the teacher and the student interact definitely they are a solid part of the structure of the educational process at the University. Each of which, to strive for an effective educational process

at the expense of motivation to learn. What is motivation and why is it necessary? Motivation (from lat. movere) — a call to action; psychophysiological process, managing human behavior, defining its orientation, organization, activity and stability; a person's ability to actively meet their needs (Wikipedia, 2018).

As can be seen from the definition, motivation can be both internal (personal qualities of the student, the personal interest in learning) and external (personal qualities of the teacher, the authority of the teacher, experience, motivation of the teacher to the efficiency of the learning outcome). Basically for each student, as a teacher, driven by the motivation to ensure a particular action. It is the first step in achieving the goal that put yourself in front of everyone. Conversely, every man to set a goal depending on his motivation at this stage of life. Thus, it is impossible not to appreciate the role of the teacher in education of students in high school.

4. Purpose of the Study

The purpose of this article is to consider the key criteria of motivational activity, influencing the quality of educational outcomes, and as a consequence, and affect the level of self-education students.

5. Research Methods

To confirm that the motivation for self-education of students by teacher is one of the main factors those were polled students 1 and 2 courses. For this category of students in the initial stage of training in higher education institution the aspect of motivation the most important and they have the opportunity to develop their own learning motivation and self-education. Students were asked to answer the question: What is the main factor affecting the increase in your self-educational activity? And the answers: 1. personal qualities of the student; 2. interest in the subject (it is the theoretical aspects and practical application); 3. self-improvement and self-realization; 4. personal qualities of the teacher; 5. professional qualities of the teacher and his experience; 6. the authority of the teacher.

6. Findings

The survey involved 63 students 1 and 2 courses of physical and mathematical faculties of the Chelyabinsk state University. Students were asked to choose only three factors that affect their motivation. After the survey and processing the results, we have the following results.

Table 01. The main factors determining the motivation of students for self-education

<i>Nº</i>	<i>Answers</i>	<i>The number of responses</i>	<i>Answers(%)</i>
1.	Personal qualities of students	14	7
2.	Interest in the subject (Its theoretical aspects and practical application)	33	17
3.	Self-improvement and self-realization	29	15
4.	Personal qualities of the teacher	45	24
5.	Professional qualities of the teacher and his experience	61	32
6.	The authority of the teacher	7	4

7. Conclusion

Thus, according to the responses of students, it can be concluded that for this category of subjects is very important factors such as personal (24%) and professional qualities of the teacher (32%). Not unimportant for students and such factors as "the interest in the subject" (17%), which indicates a conscious choice of specialization subjects. Very happy that the training the youth is interested in the mutual educational activities. All the above recommends to evaluate the activity of the teacher is not only the prestige, and personal and professional qualities, which, in turn, motivate students to self-educational activity. While right motivation leads to well-organized activities of students.

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