

**Lukiianchuk A.N.**

candidate of psychological sciences, assistant professor of pedagogy,  
psychology and management schools, of Bilotserkivsky Institute of continuous  
professional education  
c. Bila Tserkva  
Ukraine

**Theoretical aspects of motivation of professional activity of pedagogical  
workers of professional educational establishments are on the basis of  
competitiveness**

*Actuality of research theme, initial positions, object, object and aim, conceptual ideas, concept vehicle and basic theoretic-methodological approaches of research is reasonable in-process. Essence and constituents of basic concepts, tendency are certain in relation to motivation of pedagogical workers of the system of trade education. The basic achievements of research of motivation of professional activity are systematized and worked out on the basis of development of competitiveness. The features of motivation of professional activity of pedagogical workers of the system of trade education are described. Organizationally-psychological principles of motivation of professional activity are reflected on the basis of development of competitiveness of personality. The model of motivation of professional activity is created and described on the basis of competitiveness. Research prospects are presented.*

The beginning of the XXI century is the time of historical results and birth of new ideas. On the fracture of centuries there is a comprehension of past knowledge, experience and forming of the new understanding of sense of life, creation qualitatively of new model of society. It is a period of active development and

updating of socio-economic, social and political spheres of life, making and introduction of new technologies.

The leading role is played by masters of productive studies and teachers of professionally-theoretical preparation in the decision of tasks that stand today before the system of trade education in Ukraine. Personality internalss, professional level, pedagogical mastery considerably influences on the level of preparation of future workers. It is today impossible to build effectively an educational-educator process without the high level of motivation of professional activity of pedagogical workers.

Maintenance of effective personnel, his motivation on the search of decisions for the improvement of results of activity is the most actual task of home establishments of trade education in the conditions of the financial and economic crisis. Therefore the questions of motivation and stimulation of pedagogical workers occupy one of main places in an anti-crisis management.

The question of motivation of labour is devote many labours of foreign and home scientists : Maslow A., Bagbmut T., Ouchi U., Slezinger G., Shapiro S., Boginia D., Kalinchik M., Lishilenko V., Khodakhivskiy E., Iakuba K. Consideration of process of management, analysis of management functions much attention is sanctified to by scientists by Albert M., Afanasiev V., Bondar B., Vashenko L, Galus O., Kolominskiy N., Meskon M., Udod O., Faiol A., Khedouri F., Khrikov E. Theorethic-methodological principles of motivation of labour activity are reflected in scientific works of Aseev B., Vrum B., Gertsberg F., Dmitrenko G., Kiknadze D., Mak Gregor D., Teylor F., Tugan-Baranovskiy M., Uait G., Schokin G., Uadov A. and others.

A large value is spared in a pedagogical management to the problem of motivation. Yes, Bondarchuk O., Karamushka L., Sich B. examined the psychological features of motivation of professional perfection of leaders in the system of education. Knyazev V. investigated the methods of management motivation with the aim of increase of initiative and responsibility of pedagogical workers. The researchers of Krizhko V and Pavlyutenko E. lighted up basic questions in relation to the career of teacher after age qualification.

*Research aim:* to analyse organizationally-psychological principles of motivation of professional activity of pedagogical workers of the system of trade education and possibility of her development on the basis of competitiveness.

*Research object:* motivation of the professional activity.

*Article of research:* forming of motivation of the professional activity of pedagogical workers of the system of trade education on the basis of competitiveness.

## **§ 1. Organizationally-psychological principles of motivation of professional activity**

In the days of the administratively-command economy of decision of problems of motivation largely was formal and was base on only consciousness of workers. Such relation resulted in the decline of level of initiative and indifference of working. By main explaining factors presently there are a wage level and possibility of career advancement. Among non-material stimuli for workers into first place a social package goes out with obligatory medical insurance, participating in training, indemnification for a feed, payment of transport charges and mobile communication. It is necessary to search the methods of encouragement of personnel modern managers to activity not only for the sake of profits but also for pleasure, self-actualization and realization own labour and creative potentials.

Self-realization of worker comes then, when aims are clearly formed and mine-out tactics in relation to their achievement. A large value is here played by the professional and qualifying internalss of man (success, capacity, intellectual constituent, experience and experience of work), and also self-perception, self-appraisal and permanent prosecution of itself [13].

There is not a simple theory that would give complete explanation of individual reasons and necessities of man. Behavior is determined by an orientation by personality, his capabilities, character type, temperament. Therefore the special attention is deserved by questions, research of that allows to understand how a process of motivation is, on what principles relations are built between employees, as a microclimate is formed in a collective and why conflicts are appeared.

Interest in work is in a great deal determined by not only her maintenance but also organization of labour, management methods and degree of influence of worker on a production (initiative, independence, participating, is in making decision). In modern terms, when activity of workers carries mental character, when from them expect greater independence, initiative and responsibility for the actions and results,, examining the question of motivation, it must guidance focus on strategic expediency and economic efficiency of measures.

Motivation as internal mechanism of motive to activity, is the result of difficult complex of dynamic necessities, that unites in itself physiology, psychological and intellectual processes and determines direction of the use of potential of worker. A central place in the theory of motivation occupies a concept "reason", as a form of display of necessity, that object for the sake of that activity comes true. Reason is an impulse and reason of human activity. He includes for itself necessities, expectations, stimuli and estimations.

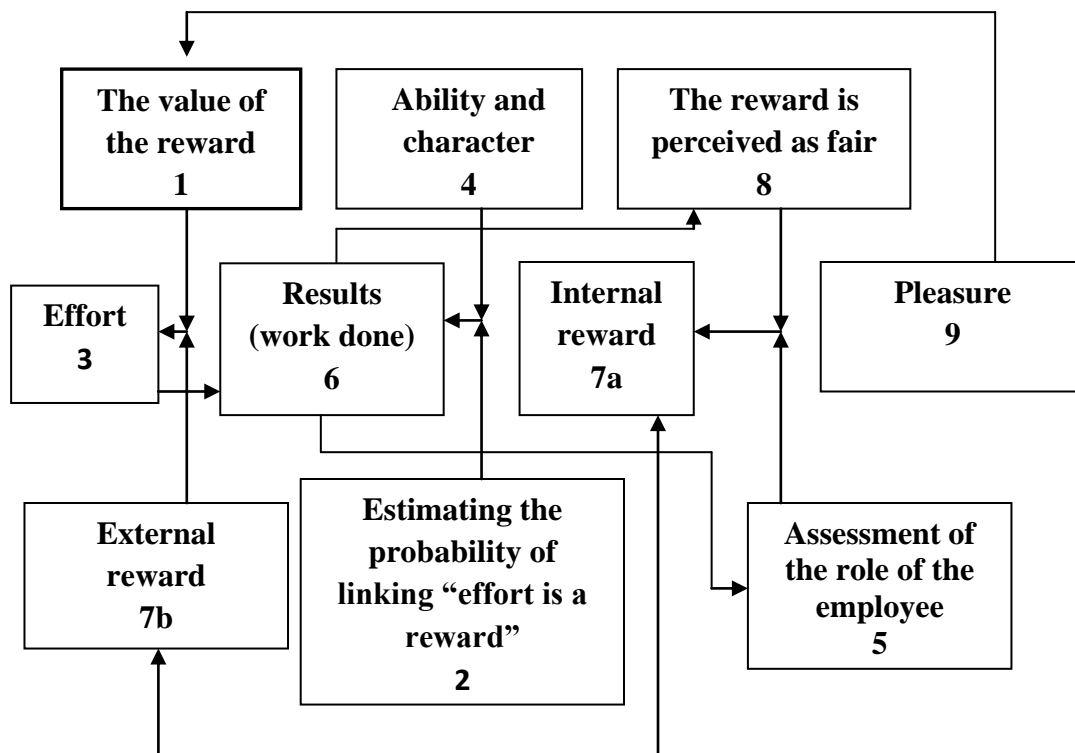
Reasons differ after the force and meaningfulness for a man. As a rule, for every type of activity or behavior it is possible to distinguish the most strong and meaningful reason. For one man main in-process will be earnings, for other is a career, yet for someone is a pleasant atmosphere and possibility of communication in a collective.

The most ponderable contribution is to research of motivation that influences on becoming of personality carried out Leontiev O. [6]. In accordance with his conception between the structure of activity and structure of motivational sphere of man there are relations of isomorphism, id est mutual accordance, and in basis of dynamic changes that take place with the motivational sphere of man, development of the system of діяльностей lies. For Leontiev O., an orientation to the motive gives an object (what is perceived very widely, not only as an object, thing) exactly. Moreover, "опредмечування necessities", as Leontiev O.spoke out., gives sense to this motive, and, essentially, as a causative agent of activity a not object, but his value, comes forward for a subject.

Porter L. and Louler E. worked out the complex theory of motivation that

includes the elements of theory of expectation and theory of justice in 1968. In their model five appears variables: spending efforts, perceptions, got results, reward, degree of pleasure (picture 1). In accordance with the model of Porter-Louler, the attained results depend on made a push a worker, his capabilities and characteristic features, and also from realization to them of the role. A level made a push will be determined by the value of reward and degree of confidence in that such level of efforts will entail the fully certain level of reward really. Moreover, in the theory of Porter-Louler correlated between a reward and results, as a man satisfies his necessities by means of fees for the attained results.

One of the most essential conclusions of Porter L. and Louler E. consists in that effective labour conduces to pleasure. It straight oppositely because most leaders think of it. This model did basic payment in understanding of motivation. She showed, in particular, that motivation is not a simple element in the chain of причинно-наслідкових connections. This model shows also, as far as it is important to unite such concepts, as effort, capabilities, results, reward, pleasure and perception within the framework of the single interdependent system.



Picture 1. The modal of Porter L. and Louler E.

The general conclusion of theory consists in that effective labour will result in satisfaction of necessity, but not vice versa, as supporters of school of human relations considered.

So, general efficiency of motivation to labour can presented so:

$$\textit{Motivation} = \textit{A combination of internal and external rewards} / \textit{Amount of needs of a particular employee}$$

Combination of internal and external factors is a common sum of rewards and their structural composition, that organization provides for indemnification of the spent efforts, implementation of official duties and attained result of concrete employee, in accordance with requirements and tasks conditioned by his position in organization.

A sum of necessities of particular worker is all complex of primary and secondary necessities, that influence on behavior of man that holds this position or accountable for implementation of duties, in a certain term.

Danish psychologist Madson K. distinguished four groups of reasons. First group - physiology: hunger, thirst, maternal instinct, being in pain, cold, heats, discomfort. The second group is emotional reasons: aspiration of safety, fear or aggressiveness. The third group is social factors: communication, aspiration of power and necessity to be plugged in social work. A fourth group is active reasons: necessity of gaining experience, requirement in physical activity, curiosity (intellectual activity), requirement for excitation (emotional activity), work (complex activity) [3].

Thus motivation as factor is called to improve quality, effectiveness, level of the rendered services work, improve a microclimate in establishment, and also to help in the achievement of professional aims, carry out training of pedagogical personnels to the innovations, to promote self-esteem and, in a final result, to prevent the outflow of highly skilled specialists on VS (vocational schools). The psychological aspect of motivation embraces *ієрархізовану* totality of reasons of labour that determines

aspiration of pedagogical worker to satisfy certain necessities (to get the certain blessing) by means of labour activity. Every teacher has a specific for him structure of labour motivation, that depends on his individual features, experience, character of labour norms and values.

## **§2. Features of motivation of professional activity of pedagogical workers are in the system of trade education**

The special attention is deserved by motivation of professional activity of pedagogical workers in the system of trade education as in modern economic terms she considerably suffers in the question of financing. Therefore the orientation of motivational measures must be displaced on personality development and social aspect. A reward for educational establishment is him public confession, that he can get as a result of publish in the press of comparative tables of results of the external testing, after that he, finding oneself among the best, most prestige establishments, will get not only moral pleasure but also practical benefit: in the market system of educational choice educational establishment acquires thus possibility to attract the best students, students and teachers, increase the volume of financing [16, p.106].

From the outlined position important is approach of J.O'Dey, that defined that professional approach includes three basic semantic descriptions:

1) centering on judicial descriptions of professional activity of teachers by a not less measure, than on the results of activity of students;

2) the objects of attention become the professional competenses of pedagogical personnel, that must be shown before colleagues;

3) the professional accounting touches also the ethic norms of professional activity:

a) co-operating of pedagogical workers with students, whose interests must be, in accordance with the rules of professional ethics, on the first place;

b) the co-operating is with colleagues in relation to providing of professional standards;

c) of the permanent aspiring to the improvement of professional activity as fundamental principle of professional responsibility [1, p.3].

Modern researches from organizational psychology, psychologies of personality and management psychology show that on the whole under a professional improvement understand activity that independently comes true by personality and sent to the increase of her professionalism [11]. By a result last there is a capture a worker-professional by the norms of profession in motivational and operating spheres; by ability effectively and successfully to carry out the professional activity, arriving at professional mastery. A professional must have a high level of professional goal-setting, able independently to build the scenario of the professional life, be proof to the external obstacles; to be ready to permanent professional self-development, to want integrity and self-realization; to be competitive; to enrich experience of profession the original creative payment and others like that [11, p 276].

So the concept "professional perfection" it is closely constrained with such concepts, as a "professional career (professional increase)", of "increase of professional qualification", "professional self-education" that is closely connected.

A "professional career" mostly understands as successful advancement in the field of public, official, scientific and other types of activity, after the line of business, profession [15]. In the researches of Markova A. distinguishes a term "professional career" in wide and narrow sense [11]. In wide sense of concept "professional career" is the professional moving, professional increase as the stages of ascent of personality toward the tops of professionalism, transition from one levels, stages, degrees of professionalism to other, as a process of professionalization

As Bondarchuk O. marks in the narrow understanding of concept "professional career" is a post increase, aspiring to the set status that helps personality professionally and socially to assert oneself in accordance with the level of qualification. So the concepts of successful career of specialist bind to his successful personality and professional self-determination, and as criteria of career that was folded come forward satisfaction by a vital situation, that, how a specialist perceives



his position and activity in her limits (human factor), social success, id est sequence of individual positions, positions that was hugged by a specialist during set time (objective test) [4].

A term "increase of professional qualification" is mostly interpreted as a system of the special preparation of specialists, that has for an object providing of favourable terms for the further professional increase of specialist, in particular, for updating, systematization, deepening professionally of important knowledge, improvement, forming of necessary professional abilities and skills, change, forming, strengthening of professional options of personality, stimulation of her work [9]. Such approach needs certain clarification, as an increase of professional qualification is only one of organizational forms of professional increase, next to the professional self-education of personality.

The most complex educed intercommunications are the motives represented in psychological mechanisms. For understanding of work of these mechanisms it is important to take into account general and specific requirements to organization of motivation of labour. Success of motivation of labour activity depends on that, as far as such requirements as correct choice of aim, presentation of select aims and fascination are satisfied by these aims. It is also possible an important component to count realized of process of realization of select aims. Professional consciousness of pedagogical workers is also realization of norms and ethic rules, reasons of professional self-realization, correlation of itself with a professional ideal, self-appraisal and estimation by reviewer people. A concept is distinguished by complication of motivational motives, aspiring to self-realization, by the system of ideas about itself, the possibilities and prospects of professional development.

The modern pedagogical worker of the system of trade education realizes clearly, that only personality can bring up personality, and a modern labour-market in Ukraine and world needs a competitive worker. An important value is acquired by this problem for pedagogical workers that after setting must prepare coming generations to professional activity in market conditions. Scientifically-pedagogical

workers must instance competitive personality they aim to bring up that for every subject of trade education.

### **§ 3. A competitiveness is in the system of motivation of professional activity**

Present time requires from a specialist thorough, versatile knowledge, sound professional preparation, purposeful, energetic efforts, ability to promote the professional and personality internalss, abilities to compete at the market of labour. So, on the modern stage of the development of society a competition is inalienable part of labour-market.

A competitiveness opens up from the priority, cored internalss of personality : clearness of aims and valued orientations, motivation of professional activity, industriousness, creative attitude toward business, capacity for a risk, independence, leadership, aspiring to continuous саморозвитку, стресостійкість, aspiring to the continuous professional increase and high quality of product of the labour [2].

In conception of Ovcharov A. a competitiveness opens up as dynamic, system, multilevel personality formation that provides an internal confidence in itself harmony with itself and by the surrounding world, is characterized by the higher level of display of capabilities as possibilities of man for the achievement of competitive edges in a concrete social sphere [14]. Determining the features of pedagogical activity, it is important to mark that the observance of the valued priorities the teacher of professional school at the achievement of professional self-realization on the basis of competitiveness is by a qualificatory constituent, as to "compete" in a pedagogical environment means to carry out activity in the conditions of rivalry, fight for championship and others like that.

In researches of Bondarchuk O., Karamushka L., Fil O. competitive personality is examined as personality that such basic psychological descriptions are inherent, as a requirement in achievements (to further development), propensity to work (creative capabilities/are inclinations), purposefulness and decision, ability to go to clever (self-weighted risk), requirement in independences/of autonomy, that provides her effective

competition at the modern market of labour [7]. In opinion of authors a competitive specialist is a subject of professional activity, that arrives at the best indexes in the competition terms of labour activity due to maximal integration of necessary for this purpose competences [9, p 7].

On determination of Andreev B., competitive personality is personality for that characteristic aspiring and ability to high quality and efficiency of the activity, and also to leadership in the conditions of contentionness, rivalry and tense fight against the competitors [2]. Acting aspect of the marked phenomenon is explained by that the achievement of any results is accompanied by separate actions that is motivated and realized and realized by means of different methods, receptions, methods in the concrete type of activity. The ability to compete is how to carry out certain activity in concrete terms, needs necessary knowledge, abilities, skills (competences and competences), metaprofessional internalss, that confirms competences basis of competitiveness of teacher of the system of trade education.

In a semantic aspect it is possible to distinguish at least three spheres of development of competitive personality: sphere of activity, sphere of communication and sphere of personality and her consciousness [5].

Psychological basis of educational projects and programs of development of competitive personality is principle of self-development that integrates the system of fundamental principles of development of personality. A major condition that allows to the man to become the subject of self-development is an achievement of some certain level of personality and professional consciousness.

A necessity of personality to be competitive is base on understanding of that some internalss, descriptions, competences do not have to the man for successful self-realization in the concrete type of activity. Such necessities can arise up in the consequence of personality and professional reflection, on the basis of comparison of results of professional activity of surrounding with own achievements and under act of other internal and external factors.

Before a necessity will entail an action, personality experiences the difficult psychological process of motivation, that consists in realization of subjective and objective parties of necessity and action sent to her pleasure that or other measure.

Chart of transition of requirement in reason: a necessity (a defect is in something) is motivation (realization of necessity) - reason (ground of decision) [12, p. 99].

Researches of the development of competitive personality allowed to the modern home scientists to consider her essence and constituents, and also create conceptual models. Important is that in the considered models an important place is occupied by motivation of activity.

Within the limits of organizational psychology (Sergeeva L., Bondarchuk O., Skripnik M., Molchanova A., Fil O.) the logical-contents model of competitiveness of specialist is created. Multidimensional approach, that does possible the association of the heterogeneous components grouped by means of the coordinate-matrix systems, is fixed in her basis. Combination of groups of competition competences forms the "semantic blocks" (competition, professional and personality) *of logical-contents model of competitiveness of specialist*.

*The competition block of model* forms coordinates - competition competences that provide success of competition co-operation of specialists (psychological culture of competition).

*The professional block of model* forms coordinates - competition competences important for successful implementation of professional duties of specialists : by knowledge, abilities, experience, possessing computer technologies, knowledge of foreign language, by professional mobility (by a capacity for a rotary press, receipt of new professional knowledge, participating in international projects) and others like that.

*The personality block of model* forms coordinates - competition competences, related to influence of personality descriptions important for realization of successful professional activity of specialist in competition terms.

The context of professional and personality blocks is determined by a specific and requirements of professional activity of pedagogical workers. The theoretical model of development of competitiveness of specialist requires the experimental checking for the examples of concrete professional categories [10, p 22-24].

Another achievement of the Russian scientist Mitina L.- the technological model of development of competitive personality embraces the stages of development of competitiveness; processes that take place on every stage; complex of methods of influence [12].

A model combines the basic processes of development of personality : motivational (the I stage), cognitive (the II stage), highly emotional (the III stage), behavioral (the IV stage).

*Stage of preparation.* On the stage of preparation to the people give interesting and necessary (explaining) information about a competitiveness, terms, factors and results of her development. Farther conduct psychological diagnostics of features them personality development: to the orientation, (personality and professional) competence, flexibility (emotional, поведінкової, intellectual), consciousness, and also barriers and obstacles that interfere with successful (realized and independent) self-determination.

That the active plugging of man took place in the process of optimization of own personality and behavior, it is necessary to interest, to set fire her. At the same time one of major and effective methods of creation of motivation and activation of group for the decision of many tasks and achievement of positive effects consciousness has a discussion. For this purpose, as a rule, apply the specially worked out games that present by a soba procedure of making of decision of general group.

*Stage of realization.* On the II stage the basic process of change is, mainly, cognitive is realization. For consciousness in transition from more subzero level on higher characteristic change of reflexive processes.

As Rubinstein S. marked in his labours the reflection, for your essence, - it always break, split and exit outside every direct, "automatically" current process or state.

Therefore the level of realization of own methods of communication, activity, personality features substantially rises due to a supervision, contrasting, interpretation of looks, positions, methods and receptions of perception and behavior

that come into question in small groups. Due to the increase of information, people begin to realize and estimate alternatives to undesirable behavior and height of own professional and personality possibilities.

*Stage of overvalue.* The III stage is accompanied by the increase of the use of not only cognitive but also highly emotional and evaluation processes of change. A tendency to realization of influence of own undesirable behavior on direct social surroundings (colleagues, students, friends) and overvalue of own personality appears. On this stage in the process of training a man feels own independence and ability to change the life in something important all anymore, fundamental.

*Stage of action.* Those who carries out the stage of overvalue successfully, passes to the IV stage is an action (fixing in behavior and support). More effective all IV stage passes in that case, when a man has possibility of approbation of new methods of behavior in the practical activity to completion of seminars. Then a man can discuss the difficulties, problems, "relapses" of behavior and get open and trustful sympathy, understanding, help, encouragement for realization of changes in behavior.

Opposition (tolerance) to the stimulus, that provoke undesirable behavior, and encouragement itself for a capacity for positive changes in behavior, is a basic result of this stage. On this stage the new forms of increase are fastened in the process of playing of the real situations, direction and raising of presentations, but the most effective method of work on this stage are business games.

It should be noted that business games are an effective and widespread method of decision of productive, educational and research tasks. Main principle of business games is an imitation design of both object and structure of professional activity, "under that" a business game is built, id est, actually, the subject and social context of game is set, that allows to name her context studies. Exactly the last methodical principle gives an opportunity to go across from an analytical capture to declarative knowledge to the active construction of synthetic individual and group conceptions that embrace diverse knowledge, to specify understanding of object in the set context.

So development of competitive personality is development of рефлексивної personality with positive psycho-energetic potential that able to organize, to plan the

activity and behavior in dynamic situations, personality that owns new style of thinking, unconventional going near the decision of problems, adequate reacting in non-standard situations [12].

The analysis of scientific researches does possible consideration of situation of development of competitive personality from position of forming of motivation of professional activity of pedagogical workers of the system of trade education.

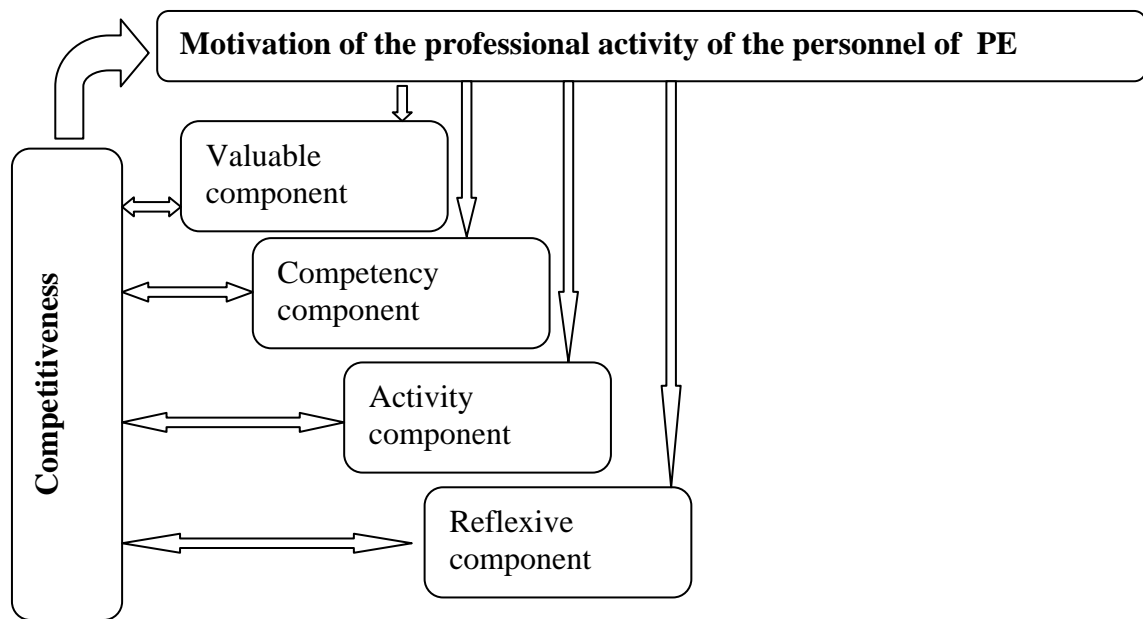
Taking into account the specific of work of teachers of the system of trade education it costs to notice that requirement in the specialists of that or other speciality at the market of labour providing for is difficult, that is why professional activity of педпрацівників is constantly distinguished by mobility, permanent expansion of limits of knowledge from contiguous specialities, combination of positions of master of productive studies and teacher of professionally-theoretical preparation, expansion of bases of practice, and others like that. Thus only competitive personality will be explained to work effectively.

Undertaken a theoretical study and determination of features of activity of pedagogical workers of the system of trade education give an opportunity to define the basic components of model of motivation of professional activity (picture 2).

*Examine a competitiveness* as a capacity for competition co-operation, that inwardly inherent to the subject; relative category that characterizes concrete subject only as compared to competitors and marked dynamic, as well as competition that generates an origin and development of competitiveness of any subject [9, p 22].

Multidimensional approach that does possible the association of heterogeneous after influence components is fixed in basis of the offered model of motivation of professional activity of the pedagogical worker system of trade education, as external (social) so internal (psychological). Performing the instrumental duty, a model represents multidimensionality and openness of personality as difficult integrative of psychological formation.

So the motivation of professional activity of pedagogical workers difficult formation that unites valuable, competency, activity and reflexive components that in turn are basis of development of competitiveness of personality.



Picture 2. Models of motivation of professional activity of the pedagogical workers system of trade education

*The valued component* embraces the valued reference-points, that form the system of proof personality internalss that meet public standards, provide successful implementation of activity, determine professional reasons of becoming of personality as a conscious citizen of the state, functionally. General reasons are realized by partial reasons to realization of certain type of activity, by the purposefulness realized in particular on development of own competitiveness in the corresponding terms of professional environment. Qualificatory description of modern successful man is continuity in a professional improvement, as at the level of self-education so on the courses of in-plant training. Speech goes about permanent development of all types of competences, achievement of such level of their formed, that answers innovative progress in industry. A necessity to be competitive is stipulated by the origin of new knowledge, new persuasions, new technologies and others like that.

*Competence components* is the guarantor of competitiveness, stipulates the result of success with quarry achievements, determines the trajectory of motion of personality in innovative society. It is come forward the competence of all kinds as original indexes of competitiveness of teacher of the system of trade education, what розви-ваються and yield to



the evaluation in concrete activity. Includes in the first turn professional, psychological and pedagogical competence.

*Active components* provides the permanent improvement of the competence system of specialist and envisages high professional mobility and social adaptation, self-realization of personality as a representative of certain professional community; the result of activity guarantees, allows professional perfection, construction of professional career (professional increase) and assists a professional self-education.

*Reflexive component* includes the processes of self-examination, self-regulation, self-control, such that correct mental conditions, influence on development of individual properties, modify personality tastes, reasons and others like that; in relation to the results of external reflection, then they are expressed in quality of activity and co-operating with surrounding, sending internal efforts to the improvement of the organizational and judicial operating under the aim of achievement of effective results.

Costs to notice that adjustments that is brought in maintenance each of components conditioned by development of competitiveness as bases of motivation of professional activity on the whole.

*Conclusions.* It is set on results the theoretical analysis of literature, that motivation of professional activity of pedagogical worker of trade education is a process of reason to realization of the effective activity sent to the achievement of aims of educational establishment.

Certainly that motivation as internal mechanism of motive is to activity, is the result of difficult complex of dynamic necessities, that unites in itself physiology, psychological and intellectual processes and determines direction of the use of potential of the pedagogical worker. Motivation closely constrained with professional perfection, professional career and trade education. Important basis of motivation is a competitiveness as property of personality of pedagogical worker in the system of trade education.

Created model of motivation of professional activity of the pedagogical worker

system of trade education that includes valued, competent, active and reflexive components that in turn are basis of development of competitiveness of personality. Performing the instrumental duty, a model represents multidimensionality and openness of personality as difficult integrative of psychological formation.

The offered complex going is near motivation of professional activity of pedagogical workers of the system of trade education, that envisages integration of personality properties and personal aims of pedagogical workers and aims of educational establishment, conditioning for self-realization of pedagogical workers in professional activity.

### **Prospects of further researches**

The analysis of features and development of motivation of professional activity of pedagogical workers of the system of trade education is in the conditions of transformation processes of labour-market. Experimental introduction of model of motivation of professional activity of the педпрацівника system of trade education.

### **List of references**

1. Avshenyuk N.M. Standardization of training teachers in England and Wales (at the end of XX - beginning of XXI century): Abstract of thesis ... candidate. ped. sciences: 13.00.04 / Institute of Pedagogy and Psychology of Professional Education APS of Ukraine. - K., 2005. - 21 p.
2. Andreev V.I. Competition: A study course for creative self-development of competitiveness / V.I. Andreev - Kazan: Center for Innovative Technologies, 2004. - 468 p.
3. Boginia D.P. Fundamentals of the Labor Economics / D.P. Boginia, O.A. Grishnov - K.: Knowledge-press, 2001 - 313p.

4. Bondarchuk A.I. Career of school heads: psychological aspect / O.I.Bondarchuk // Actual problems of psychology. - K. : Institute of psychology. G.S. Kostyuk Pedagogical Sciences of Ukraine, 2002. - T. 1. - Part 6 - p. 86-89.
5. Varyi M.I. General Psychology: Textbook / M.Y. Varyi - 3rd book. - K. : Center for Educational Literature, 2009. - 988 p.
6. Ilyin E.P. Motivation and motives / E.P. Ilyin-SPb. : Peter, 2000. - 512 p.
7. Karamushka L.M. Formation of a competitive management team (based on the work of educational organizations) / L. M. Karamushka, O.A Fil - K.: "INKOS" firm, 2007. - 264 p.
8. Kolominskiy N.L. Psychology of management education: social and psychological aspect: monograph / N.L.Kolominskiy. - K. : AIDP, 2000. – 286 p.
9. Conceptual basis of psychological and pedagogical preparation of a competitive specialist in postgraduate pedagogical education: a sample of scientific and pedagogical workers / author. Count : L. M. Sergeyev, A. I. Bondarchuk, M. I. Skrypnyk, A. A. Molchanov, O. A. Fil; Sciences Ed. G. O. Kozlakov. - K.: SHEE "University of management of education ", 2015. - 40 p.
10. Kravets S. G. Formation of key competences of future specialists in restaurant service in higher professional schools: diss. ... the Candidate of ped. sciences: 13.00.04 / Svetlana Grigorievna Kravets. - K., 2014. - 230 p
11. Markov A.K. Psychology professyonalna / A.K.Markova. - M. : Knowledge, 1996. - 308 p.
12. Mitina L. M. Psychology of development of a Competitive Person [Text] / L. N. Mitina. - Moscow: Moscow Psychological and Social Institute; Voronezh: Publishing house NGO "MODEK", 2002. - 400 p. (Series "Library of the Psychologist")
13. Mikhailova L.I. Human Resources: Training. guidances. / L.I. Mikhailova - K. : Center of educational literature, 2007 - 248 p.
14. Ovcharov A.O. Competitiveness of the teacher as a consequence of socio-psychological influences in the educational environment / A.O. Ovcharov //

Bulletin of Psychology and Social Pedagogy. [Electronic resource]. - Mode of access: <http://www.psyh.kiev.ua>

15. Pochebut LG Psychological aspects of an individual's career / L.G.Pochebut, V.A.Chiker // Industrial social psychology. - S.Pb .: Publishing House of St. Petersburg. University Press, 1997. - p. 146-157.

16. Sbruyeva A.A. Comparative pedagogy: a tutorial / A.A.Sbruyeva, -2-he ed., erased. Sumy: SHS "University Book", 2004.- 320p.

17. Shapiro S.A. Motivating and encouraging staff. / S.A.Shapiro, MM: Gross Media, 2005. - 224 p.