

событий прошлого, меняется призма их анализа и понимания. Идея независимости и национальная гордость, которые провозглашались и защищались движением «Алаш», стали одними из важнейших вопросов на сегодняшней повестке дня по модернизации памяти поколений, по формированию истинного патриотизма, демократии и свободолюбия.

Ключевые слова: Алаш, история, преемственность, идея, независимость.

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EFFECT OF ORGANIZATIONAL FACTORS ON EMPLOYEE MOTIVATION IN EDUCATIONAL ORGANIZATIONS

Abstract: This paper discusses the factors on employee motivation in educational organizations and examines the impact of external and internal stimuli on the process of motivation. It describes how you must promote the efforts of teachers, in order to be effective. In article we have found out that based on data on motives of the person, it is possible to increase overall performance of the person, and also need of studying of motivation of activity of teachers is caused by the fact that the motivation is one of methods of management of the personality. Studying of dynamics of motivational climate as change of a ratio of favorable and negative characteristics, emergence of new components, increase or decrease in degree of a dissatisfaction with separate factors shows efficiency of motivational management is the greatest interest. The received results have led to requirement of development of recommendations about increase of level of motivation staff in the educational organizations.

Key words: teacher motivation, professional activity, self-development, staff, organization, education, leader, learning, corporate culture.

Introduction. Motivational climate of higher educational organizations— the integrated characteristic consisting of the prevailing motives of work, their importance and level of satisfaction. The motivational climate of university is shown in the prevailing relation of employees to the professional activity (a spirit for work, initiative in acceptance on itself additional powers and responsibility, aspiration to improvement of quality of work) and to higher educational organizations in general (loyalty, maintenance of reputation and business image). [1, p. 45].

Need of studying of motivation of activity of teachers is caused by the fact that the motivation is one of methods of management of the personality. And the task of the head of educational organization - to use motivation as process of motivation of pedagogical collective to activity for achievement and the personal purposes, and is more whole than the organization.

It is important to induce pedagogical workers to productive activity, creating all conditions for satisfaction of their motivation.

Main part. Use of instruments of motivation in stimulation of workers of higher educational organizations has the high importance and relevance for Kazakhstan. The higher school which is in transformation conditions demands skillful impact on motives of teachers for teaching improvement of quality. [2, p. 18]

In this regard, special relevance is acquired by the researches directed to detection of the motivators promoting high degree of readiness of the worker to develop together with the organization consciously to operate quality of the potential, to initiate positive changes in the organizational environment.

Thus, the control system of Kazakhstan higher educational organizations doesn't allow to realize potential opportunities in ensuring the advancing development of national economy owing to a set of the objective and subjective reasons. And the directed work on increase of competence and

motivation of work of teachers, improvement material bases of establishments of education is necessary for wide use of the international experience, modern educational technologies and information resources, improvement of educational programs for the solution of the developed problems when releasing experts, introduction of the mechanisms of management stimulating establishments including on formation of spiritual and moral values, skills of a healthy lifestyle, civic consciousness and patriotism, responsibility and diligence of youth.

Domestic education needs worthy brands to compete internationally [3, p. 85].

Therefore, the best practice of management pays more and more attention to creation of the environment "self-development and self-realization of the subject of management". It is about various organizational innovations which directly focus the teacher on self-realization and self-development, influence aspiration to make a personal contribution to the common cause of educational organization and form long-term motivation to achievements in line with main objectives and priorities.

The success of educational organization, the achieved considerable, and sometimes and outstanding results is connected first of all with fundamental transformations of the intra organizational environment: structural improvements, development of system of multilevel leadership, various approaches to continuous training and motivation of teachers, creation of effective corporate culture.

A. Krutova's research shows that the flexible organizational structure relying on leadership at all levels, decentralization of management and internal management is an important factor of influence on motivation of teachers.

I consider that it is necessary to build horizontal structure of decision-making, to force people to think, make proposals, to undertake new functions – only then they will fully be developed that will immediately affect results. [4, p. 45].

Most of researchers consider that today need for creation of special leader culture as conditions of "cultivation" of new leaders has ripened. Leaders have an opportunity to influence innovative behavior of employees in daily ways of business management (consultation, support, recognition of an initiative, etc.). More and more organizations call leadership (Leadership capabilities) of one of the leading competences of the effective or talented employee therefore leaders can and have to be at all levels of educational organization.

Thus, system of multilevel leadership, being the integral component of work of teams and groups, can accumulate different views and approaches, promoting development of new leaders. To inspire all educational organization from top to down and harmonious work of three types of leaders is necessary to receive positive feedback: leading head; leading managers; the leading activists from ordinary employees supporting the main values and priorities of the educational organization. Leadership, awakens emotions, feeds and inspires, maintains the necessary abilities, forms stories of command and personal success, page 32 is height on which "it is necessary to jump up" [5].

The largest leaders of the present agree in opinion that the most important task of heads consists in supporting the teachers in their development and to give them opportunities to realize the dreams. Thus, effective leadership is capable to create at team motivation to achievement of success, feeling of participation and an opportunity to control own life, working according to the ideals.

So, the effective system of encouragement of successful ideas of teachers, timely return reaction of the management to proposals of teachers motivates personnel to offer the of ideas and to participate actively in various organizational undertakings. For this purpose in educational organizations various channels for rationalization proposals are created, and heads learn to listen and to react quickly to ideas of teachers [6, p. 63].

For example, at school programs of "fast improvement" are carried out. Participants of the program are taken from different departments and for a week exempted from usual work for studying and the analysis, and also search of ways of realization of a certain task problem.

Behind the special commission, but idea for the next program any teacher can offer a final

decision. Such approach broadens the sphere of competence of employees, promotes manifestation of an initiative of introduction of rationalization proposals with receiving effective feedback.

Abilities to a reflection, creativity, readiness for the movement, cogitative work become the most important part of professional ability in modern conditions. That is the teacher has to understand that its efficiency depends on depth and relevance of knowledge, a variety and sure possession of the skills demanded by educational organization [7, p.20].

For research of system of motivation of educational organizations in Kazakhstan represents to estimate her condition in general.

According to experience of the developed countries, existence from one to six higher educational organizations per one million population of the country is guarantee of success of an education system and the objective requirement of competitive economy.

In the republic as of 2014 126 higher educational organizations providing educational services in programs of the higher and postgraduate education function, from them 44% are private [4].

Characteristic problems of the higher education are corruption, low interest of students in results of training, the high motivation of teachers to hide real results of tests. It is only small part of problems on which the future of the country which permission are a strategic problem of the Republic of Kazakhstan depends. [8, p.36].

Conclusion

Thus, I consider that formation of the internal organizational environment as "territories of self-development", provides inclusion of teachers in most important tasks, creates confidence in an opportunity to influence the made decisions, forms understanding of strategic vision of firm and its key reference points, and is a factor, directly influencing long-term motivation of self-development of pedagogical personnel.

Thus, the motivational climate includes both favorable, and negative characteristics. Studying of dynamics of motivational climate as change of a ratio of favorable and negative characteristics, emergence of new components, increase or decrease in degree of a dissatisfaction with separate factors shows efficiency of motivational management is of the greatest interest [9, p. 11].

The received results have led to requirement of development of recommendations about increase of level of motivation of staff of the educational organizations.

Among the main offers:

- change of material system of awarding for decrease in risk of corruption, increase of interest of teachers in results of work;
- introduction of material awarding for objective results of training; toughening of control of the facts of overestimate of estimates, granting students obviously results, etc.;
- change of the system of training in which the teacher seeks to provide knowledge, but not to avoid punishment;
- mentoring of graduate students, young teachers by more skilled. In work with students experts face quite often rejection by collective that often leads to dismissal. The system of mentoring can change a situation radically;
- formation of opportunities for promotion, as in the administrative plan, and work with teachers of increase of level of their knowledge (retraining, courses, seminars, etc.).
- increase of goodwill in collective due to carrying out intra high school actions (holidays, evenings, etc.).

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ВЛИЯНИЕ ОРГАНИЗАЦИОННЫХ ФАКТОРОВ НА МОТИВАЦИЮ СОТРУДНИКОВ В ОРГАНИЗАЦИЯХ ОБРАЗОВАНИЯ

Аннотация: В данной работе рассматриваются факторы мотивации сотрудников в организациях образования. Рассматривается влияние внешних и внутренних стимулов на процесс мотивации персонала. Описывается то, как необходимо стимулировать деятельность педагогов, для того, чтобы она была эффективной. При исследовании мы выяснили, что основываясь на данных о мотивах человека, можно повысить эффективность работы человека, а также необходимость изучения мотивации деятельности педагогов обусловлена тем, что мотивация является одним из методов управления личностью. Наибольший интерес представляет изучение динамики мотивационного климата, так как именно изменение соотношения благоприятных и негативных характеристик, появление новых составляющих, нарастание или снижение степени неудовлетворенности отдельными факторами показывает эффективность мотивационного менеджмента. Полученные результаты привели к потребности разработки рекомендаций по повышению уровня мотивации сотрудников образовательных организаций.

Ключевые слова: педагог, мотивация, профессиональная деятельность, саморазвитие, персонал, коллектив, организация, сфера образования, лидер, самообучение, корпоративная культура.

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БІЛІМ БЕРУ ҰЙЫМДАРЫНДА ҚЫЗМЕТКЕРЛЕР УӘЖДЕМЕСІНЕ ӘСЕР ЕТЕТІН ҰЙЫМДАСТЫРУШЫЛЫҚ ФАКТОРЛАРЫ

Андатпа: Бұл зерттеу оқу орындарындағы қызметкерлерді ынталандыру факторларын қарастырады. Қызметкерлердің мотивациясын ынталандырудың ішкі және сыртқы әсерлері зерттеледі. Оқу орындарында, қызметкерлердің тиімді болуы үшін, оларды ынталандыру керек. Осы мақалада жеке басқару әдістерінің бірі болып табылатын мотивация

арқылы қызметкердің тиімділігін арттырып, мұғалімдердің мотивациясын зерттеудің қажеттілігін анықтадық. Ең бастысы мотивациялық климат динамикасын зерттеу болып табылады. Өйткені, қолайлы және теріс сипаттамаларын өзгерту балансы мен жеке факторлардың жаңадан пайда болған қанағаттанбау компоненттерінің дәрежесінің ұлғаюы немесе азаюы мотивациялық басқару тиімділігін көрсетеді. Жоғарыда аталған нәтижелер оқу орындарының қызметкерлерінің мотивация деңгейін жақсарту үшін ұсынымдар әзірлеу қажеттілігін туындатқызды.

Кілт сөздер: Оқытушы, мотивация, кәсіби қызмет, өзін-өзі дамыту, қызметкер, ұжым, ұйым, білім саласы, лидер, ұйым мәдениеті

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МОНИТОРИНГ МОТИВОВ ВЫБОРА ВУЗА СРЕДИ СТУДЕНТОВ 1 КУРСА (РЕЗУЛЬТАТЫ СОЦИОЛОГИЧЕСКОГО ОПРОСА)

Аннотация: Социологическое исследование по изучению мотивов выбора первокурсниками СДУ является репрезентативным. Подавляющее большинство студентов выбрали вуз самостоятельно (78,3%). Наиболее распространенными ответами выбора вуза СДУ стали: качественное образование – 21%, воспитание – 14,61%, по совету родителей – 11,35%. Наиболее главными источниками при принятии решения о выборе вуза: рейтинг и оценка вуза, социальные сети, официальный сайт СДУ, советы друзей, знакомых, родителей.

Обобщив и проанализировав мнение студентов, были предложены меры для повышения эффективности и достижения максимальных результатов работы с абитуриентами: улучшить содержание сайта СДУ, конкурс на видеоролик о жизни СДУ, сформировать волонтерские группы, включить в рекламу интервью с успешными выпускниками университета, улучшить работу маркетинговой службы, детально описать систему скидок, действующих в университете и т.д.

Ключевые слова: Мотивы выбора вуза, источники информации, сайт СДУ, видеоролик, волонтерские группы, маркетинговая служба, успешные выпускники, перспективы СДУ.

Социологическая наука возникла из потребностей капиталистического общества, рыночных отношений, когда товарная продукция выпускается, и, самое важное, имеет цену и смысл только при учете интересов, мнений потребителей. В ином случае, весь труд, продукция, выпускаемая может быть потраченной впустую, предприятие стать банкротом. Социалистическое производство, основанное на монополии государства, не особо интересовалось интересами и мнениями потребителей, т.е реальных граждан, имеющих разнообразные вкусы, потребности. Поэтому при социализме опрос мнений граждан делался, в основном, по идеологическим соображениям. В посттоталитарных государствах, там, где происходит становление рыночных отношений, конкуренция и свобода выбора потребителей имеют ту или иную продукцию, услугу возникают условия для развития социологических исследований по изучению мнений граждан по тому или иному вопросу, в данном случае, по проблеме мотивов выбора вуза абитуриентами.

Жесткие законы конкуренции заставляют вузы заниматься рекламой, множествами организационных мероприятий для того, чтобы привлечь к себе абитуриентов. Изначально демократически организованные вузы, к числу которых, несомненно, относится и СДУ, в своей стратегии и текущей политике всегда систематически ориентированы на мнение студентов и профессорско-преподавательского состава, обслуживающего персонала.