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Motivation as a tool for attracting young university teachers to innovative activities

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Abstract. Modern education requires constant innovation to improve its quality. However, young academic teachers may have difficulties in adopting and implementing innovative approaches in their teaching practice. The research is aimed at studying motivational factors that can stimulate young teachers to actively participate in innovative activities. The novelty of the study lies in the combination of data on the motivation of teachers and their preferences in the use of technology in education, which can become the basis for the development of effective strategies for motivating and supporting teachers in their innovative activities. The study consisted of two parts – a questionnaire to determine the main motivational factors, and an interview for a deeper understanding of the opinions and experiences of participants. It was established that the main motivational factors are material incentives and communication within the teaching community, recognition and support from colleagues and management, as well as good atmosphere in the team. Least of all, the participants are motivated by an internal desire for innovation and professional awards. At the same time, respondents give more preference to mixed learning methods in their activities, less to interactive learning using VR and AR technologies. Thus, developing internal motivation is recommended, as is encouraging enthusiasm for introducing new technologies in the educational process.

Keywords: innovative activity, motivation, young specialist, academic teacher, interview, support, atmosphere in the team, professional awards, educational process, innovative technologies.

Introduction

In modern realities, education is gradually transforming from a unidirectional to a multidimensional process. Teachers create a physical or virtual environment for better student learning, in which students are fully responsible for their learning, rather than relying on the teacher. In such an environment, students seem to be more involved, motivated and independent in learning [1]. Motivation can be perceived as an internal force that greatly contributes to a person's desire to take action to achieve a goal [2].

While enough is known about students' motivation, what motivates the teacher is only covered in fragmentary studies. Currently, both established and future academic teachers strive to achieve success in scholarly activities. This is often due to the fact that success in academic research is necessary to receive incentives, bonuses, positions and career advancement. For many applicants, employment at a university as a teacher means economic stability, social status and recognition in society. The profession of an academic teacher is seen as noble and worthy of respect. Teachers determine the success of education because they are the central figure in learning [3].

Unfortunately, in pursuit of a quantitative assessment of research results, many academic teachers are forced to sideline other equally important types of academic activities (for example, direct science and teaching). The current generation of teachers is developing in a highly competitive career environment in which obtaining a prestigious academic position requires a degree and a significant number of published works [4].

Undoubtedly, developing competitiveness in a future specialist is an urgent task [5], but it should be remembered that academic difficulties lead to increased stress [6].

Innovative activity of teachers is a typical category of motivated behavior; however, there are few studies on motivation for introducing innovative technologies in the educational process, including studies analyzing the motivational regulations of research activities. This study is aimed at filling this gap and focuses on studying the opinions of young teachers; it identifies potential factors creating motivation for innovation. In particular, this work is aimed at identifying relevant motivations and their further study.

Thus, in the research of Ounis (2016) study discusses factors motivating teachers to use ICT in the classroom, such as self-assessment of the ability to use technology, available resources, satisfaction with using IT and a sense of achievement from using technology for educational purposes [7]. The article by Backfisch et al. (2021) discusses the variability of teacher motivation in integrating technology in the classroom [8], but does not specifically address the motivation of teachers to use interactive technologies. The recently published work by Fütterer (2023) considers a method for predicting teachers' intentions to participate in professional development related to the use of technology [9], however, similar to the study by Backfisch et al. (2021), teachers' motivation to use interactive technologies in the classroom is also not considered.

The purpose of our research is to identify and study the main motivational factors that contribute to attracting young teachers to innovative activities. The question of the study is as follows: what motivates young teachers to participate in innovative activities?

The problem of the study is that, firstly, due to their lack of experience, it is difficult for young teachers to achieve high results in innovative activities; secondly, they are at a relative disadvantage in terms of achieving these results, due to pedagogical responsibilities and limited time; thirdly, many educational institutions lack clear guidelines, aiding an inexperienced specialist's development. The study of the motivation of young teachers to innovate has the potential to significantly influence the future of education, helping to create a supportive environment for the growth and development of teachers and, as a result, improving the quality of education.

Research methodology

The study involved 30 young academic teachers with little experience in teaching. The choice of study participants is justified by the following factors:

1. New ideas and energy: Young teachers are more likely to bring fresh ideas, enthusiasm and energy to universities. Their innovative potential is the key to the development of new approaches to learning.
2. Flexibility and adaptability: young professionals are more flexible and adaptive when it comes to new teaching methods and technologies; they learn and apply innovations in their teaching practice faster.
3. Support for beginners: inexperienced teachers may face unique difficulties and challenges in the early stages of their academic career. A study of their motivation reveals how universities can better support aspiring professionals and stimulate innovation.
4. Creating a foundation for future education: understanding the motivational factors of young academic teachers in the context of innovation contributes to the formation of professional development and training strategies for future education, preparing the next generation of academic teachers to successfully introduce innovations in the educational process.
5. Support for modern educational initiatives: modern educational initiatives, such as the use of technology in teaching, active and research-based learning, require teachers to be flexible and capable of innovation. The study of teachers' motivation helps to determine how successful these initiatives are and how they can be improved.

The study consisted of two stages – a questionnaire on the SurveyMonkey online platform to determine the main motivational factors and an online interview for a deeper understanding of the opinions and experiences of the participants. (Figure 1):



Figure 1. Research design

The preliminary stage included the development of a structured questionnaire and methods of interviewing participants, as well as testing them on a small sample of 5 people from among the participants and an expert group consisting of 3 PhD holders from L.N. Gumilyov ENU in order to clarify and identify incorrect questions.

We conducted an analysis of the data obtained, including a quantitative analysis of the questionnaire data and a qualitative analysis of the interviews. The quantitative analysis of questionnaire data was carried out using statistical methods; analysis of data from interviews was carried out using the thematic analysis method.

Below is a list of questions in the questionnaire:

1. Teaching experience:

What is your teaching experience?

2. Knowledge of and interest in innovation:

What innovative teaching methods have you already used in your teaching practice? How often do you look for new ideas and teaching methods?

3. Motivational factors:

What factors motivate you to introduce innovations into the educational process? Do you think that support from the management of the educational institution helps motivate teachers to innovate?

4. Overcoming difficulties:

What difficulties do you experience when introducing innovations into the educational process and how do you overcome them?

5. Evaluation of results:

How do you assess the results of your innovative work? What are the most important success criteria for you when implementing new teaching methods?

6. Support and feedback:

What kind of support do you get from colleagues and administration when implementing innovations? Would you like to receive more feedback from colleagues and management regarding your innovative ideas and practices?

7. Professional growth:

How does innovation affect your professional growth and development? Do you think that innovation can contribute to your career in education?

8. Participation in professional communities:

Do you participate in professional communities or networks related to innovative education? If so, what benefits do you see in participating in such communities?

9. Training and development:

What educational resources and programs have helped you expand your knowledge in the field of innovation in education? What can be done to improve educational programs related to innovation for teachers?

10. Suggestions:

Do you have any suggestions regarding supporting young teachers in innovation activities?

The interview included extended answers to the questionnaire questions. It was conducted online with the possibility of audio recording and a duration of 30 to 45 minutes. The audio recording materials were used for subsequent analysis.

Results and discussion

According to the data obtained during the survey, the majority of respondents (70%) had 1 to 2 years of teaching experience, 23.33% of respondents had more than 2 years of experience, and 6.67% of participants either worked as teachers for less than a year or had no teaching experience (in this case, we were interested in the experience in teaching practice). These data are given in table 1.

Table 1

Response experience

1-2 years	More than 2 years	Less than a year, no teaching experience
70 %	23.3 %	6.67 %

All participants, despite their teaching experience, agree that the process of digitization of modern education is becoming more and more relevant [10]. Kazakhstani researchers believe that the development of digital competencies requires the use of interactive technologies, and also report on the importance of using modern information and communication technologies that allow new effective forms of learning to be found [11, 12].

Thus, 16.67% of respondents noted that they constantly monitor the development of educational technologies, 23.3% of them are actively implementing these technologies in the educational process; 60% of the total number of participants replied that they do not show interest in innovation: 55.56% of them because of their high workload, 44.44% – due to lack of motivating factors (Figure 2):

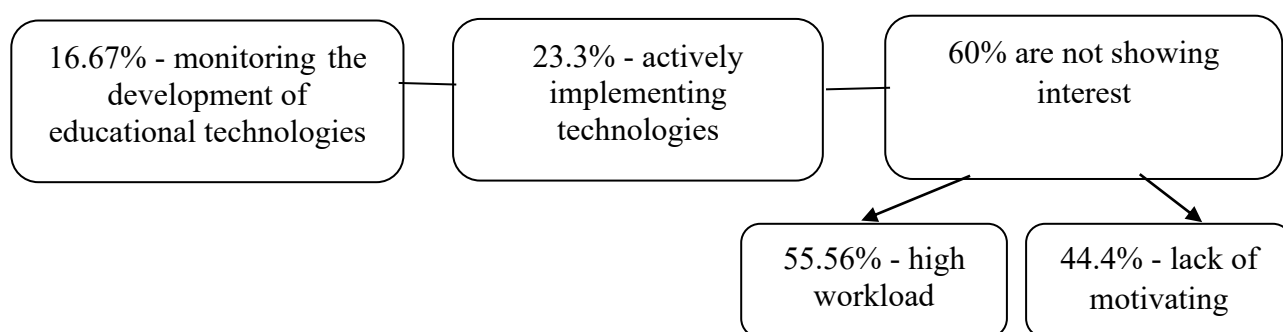


Figure 2. Respondents' educational technologies use

Nevertheless, 36.67% of participants use innovative teaching methods, of which respondents prefer mixed teaching methods (81.82% of participants), while interactive learning using VR and AR technologies (9.09%) is the least popular, which is shown in Figure 3:

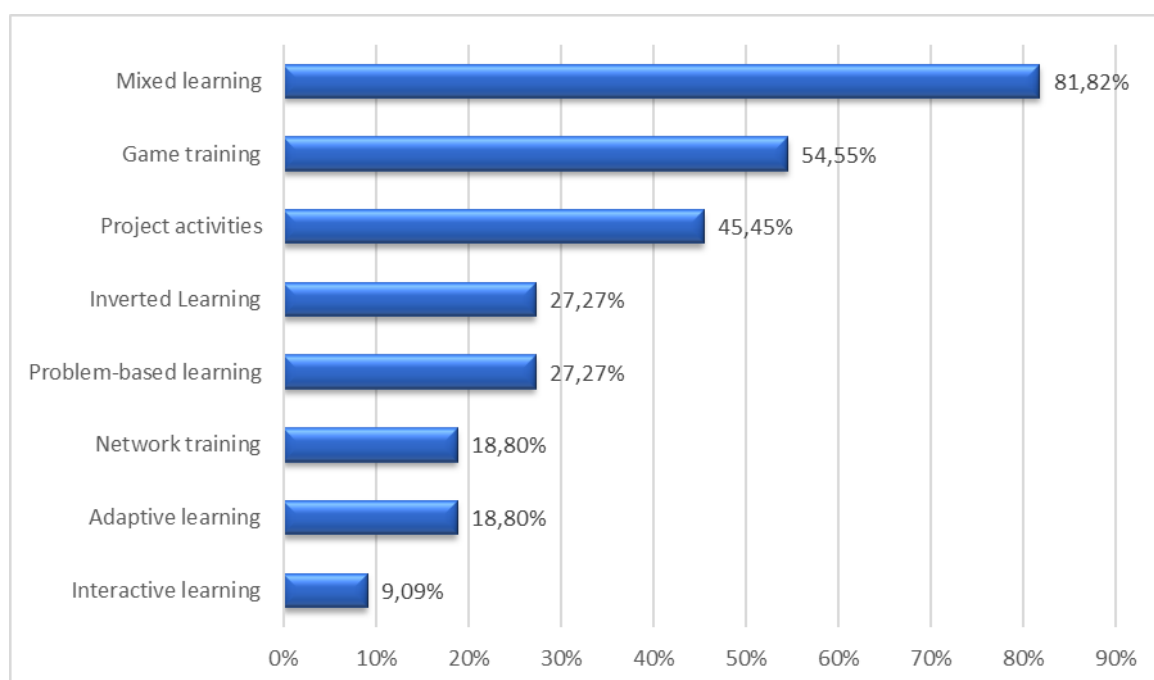


Figure 3. Training methods used by respondents

As for motivational factors, all participants of the experiment agreed that support from the management of the educational institution not only motivates teachers to innovate, but is also necessary, especially for inexperienced young professionals in need of a mentor.

For convenience in interpreting the results of the study, we will consider several categories of internal and external motivation that encourage teachers to actively innovate.

Innovative activity is a process of learning, studying and solving problems associated with high independence and perseverance. Intrinsic motivation is the key to high-quality learning and creativity, as a result of which it is perceived as important for teachers and students. Internal motivation is independent of a person's sense of self and represents a person's will, willingness, pleasure, and satisfaction. Curiosity and the desire to solve difficult problems encourages researchers to persistently choose the path of scientific discoveries.

We have divided internal motivation into the category: "inspiration", "aspiration" and "mission".

We attributed the answers of three teachers (10%) to the "inspiration" scale, as they stated that they sincerely love to engage in innovative activities and willingly conduct relevant research. Their passion for research is born out of curiosity, the desire for creativity, and the process of solving tasks is pleasant and inspiring for them:

"Probably, if I may say so, this is my passion. In my free time, I like to search the Internet for fresh ideas, but now we have a lot of sites for teachers, such as *teachthought* or *edutopia*, which helps a lot, of course. By the way, a useful thing is websites for developing lessons, there are also a lot of them on the web. Then I look at what is suitable, what can be integrated into the learning process, in general, I select the right one. The most important thing is that when I apply new

teaching methods, I see how it changes the attitude of my students to the subject – they become interested in learning, it gives me confidence that I'm doing everything right.

"In fact, everything is very simple – when you love your job, you just do it. You try to make your children come to school with joy, so that they are interested in learning, so that their eyes shine".

"In the process of working, I constantly have new ideas. I don't know why, but I am genuinely happy about it".

Internal aspiration is one of the strongest motivators for engaging in innovative activities. Two respondents (6.67%) claim that this is due to their strong personality and some aggressiveness in the context of achieving the desired results, aspirations. The expectation of achieving results causes enthusiasm and inspiration.

"To increase enthusiasm, attract innovation, what is the most important thing? I think it's self-control. It all depends on the person. No one can force him to do something if he doesn't want to. No motivation. This inner striving is the greatest self-control. That's a yes".

"When there is a prospect, for example, to win a competition, it certainly motivates to introduce project activities into the educational process, well, or other methods, but the same gaming or interactive technologies".

It should be noted that the feeling of achieving a result that arises in the process of work or includes results related to the realization of research ambitions, self-esteem and self-affirmation. We considered this feeling, expressed by one participant (3.33%), as a form of stable internal motivation that brings pleasure and satisfaction:

"I am most motivated by "achievement", as in sports, I work for results, it spurs me on, makes me constantly learn, develop, look for new teaching methods. We must not stand still. In the digital age, education must adapt to new realities. The future belongs to blended learning, and the coronavirus has clearly shown us that".

Regarding the "mission" category, we found the following explanations: some teachers (10%) consider their activities as a vital goal of serving society. They understand that they are responsible for the transfer of knowledge and the education of future generations. Other applicants (6.67%) believe that the introduction of innovations in the educational process promotes career advancement, allows one to challenge their abilities and unlock potential. Compared to aspiration, mission is more specific and more closely related to the "social role of self-improvement".

"I believe that teaching is our sacred duty, and not only official. Why then go to teachers? And to make learning as productive as possible, of course, it is necessary to use technology – now is such a time, such a generation is growing, they do not part with gadgets".

"Yes, I think about my family – this is my motivation. The family needs to be fed. I see that I can participate in educational programs, I connect the team, we develop projects together. The management notices this. They have repeatedly given letters of commendation and letters of thanks. They even gave me a prize once. I plan to do science, develop, move forward".

Extrinsic motivation in our study includes the categories "assessment", "training", "reward", "award", "community", "mentor" and "environment".

The "evaluation" category includes ways to evaluate the participation of teachers in innovative activities through various competitions and open lessons with further discussion of the results of each participant's work. Some studies indicate that evaluating the work of a teacher undermines their interest in innovation, while others, on the contrary, state that the spirit of competition, excitement, desire to show the best results awakens in the participants, gaining popularity in scholarly circles.

We have found that, on the positive side, assessments can not only contribute to the development of internal interests, but also help to create a new internal motivation (36.67%), and on the negative side, they deprive teachers of motivation – if, under the influence of evaluation factors, they are forced to change the vector of their research interests, shifting the focus from the chosen method of teaching to another, which the participants do not find interesting (16.67%).

"Of course, evaluation is important for personal development. So, you can get feedback. I also think a strong motivation comes in the form of bonuses and incentives".

"There was a moment when I was offered to use virtual reality tools in class – they even gave me such special glasses as an experiment. Imagine, I had to think about how to connect this technology with self-knowledge, somehow adapt it. I understand if it's computer science or robotics – but here... I just dropped my hands".

"In pursuit of results, compliance with strict requirements, one often has to sacrifice one's interests, which, of course, is sad".

Interestingly, some participants consider achievements and approval from management to be their personal goal, and are motivated spontaneously, while others perceive it as receiving an external reward.

We noted two participants (6.67%) who cannot be motivated by any external stimuli:

"I'm just doing what I'm interested in. I don't need any encouragement for that. I will never participate in something that I don't like, no matter what they promise me for it".

"Yes, it's simple – work conscientiously. And that's everything. There are no other options. People come to pedagogy purposefully, there is no place for random people who still need to be motivated somehow, to raise their interest. You work with children who literally look at your mouth, follow every word. They learn from you. What kind of example you set for them dictates who they will become".

According to the "training" scale, it was found that the systematic training of teachers (26.67%) contributes to interest in innovative activity, motivates its introduction into the educational process. Advanced training courses allow young teachers to feel more confident, increasing their competence in the field of educational innovations:

"Yes, training motivates me very much, very much. You feel somehow more confident. Of course, I would like to have more courses for teachers in the field, on the job, seminars, some group meetings. Otherwise, the teacher has to, relatively speaking, engage in self-education".

"They ask us to introduce innovations into training according to the Web 2.0 concept, but who will explain to us how to do it correctly? Of course, I can watch websites, but still, live communication is better, the exchange of experience is the same. Therefore, when an opportunity arises, you need to participate, you need to learn. Especially while young, mobile".

"The accumulation of theoretical and practical knowledge is mandatory, but how else? A teacher must study continuously. To improve".

In the "reward" category, we note that some teachers (6.67%) are motivated by social recognition and professional prestige, which reflects their achievements and the value of their efforts. The recognition, respect, honors and awards received are important factors confirming their efforts and encouraging them to reach new heights:

"The fact that our developments were noted at the national level inspired us to continue research activities. There are a lot of ideas that I want to implement".

The "premium" category in our study includes financial benefits. Financial remuneration is widely used in educational institutions to motivate employees and is sometimes provided for in the payroll policy. Teachers are inevitably influenced by monetary incentives. Many study participants (63.33%) stated that financial rewards for introducing innovations into the educational process will contribute to improving their living conditions, some (46.67%) noted that material gain is a strong motivation – it gives them joy and inspiration.

"Listen, well, it's obvious: first you need to cover the basic needs and then think about greater ones. Prices are rising, everything is getting more expensive, we could also encourage financially, otherwise we work on naked enthusiasm, salaries are not enough for everything, the same Internet needs to be paid for".

"Everything suits me, but if they gave out bonuses, there would be more desire to work and develop. Now is the time, it is natural".

"When I was given the award, it was a surprise. It's nice that the management appreciated my efforts".

The "community" category is characterized by traditional activities and communication within the pedagogical community, including the opportunity to participate in various scholarly events (conferences, professional training) that promote cooperation and exchange of experience. Participants (60%) believe that the community provides a variety of opportunities for growth, thanks to which they can satisfy their need for competence:

"Participation in seminars, scientific conferences and round tables helps to find like-minded people. Communication with colleagues from other cities, with whom you can plan joint work, then implement it together... We were sent to courses several times, got acquainted with teachers, we are still friends".

"We need to create groups for young teachers to communicate with each other, this unites the team and allows you to ask for advice, to speak out".

The next category – "mentor" indicates that some young teachers (23.33%) need a mentor who can inspire them and help them grow, and develop research abilities. Through mentoring inexperienced specialists acquire an impulse to engage in innovative activities, willingly apply new methods in training.

"I need someone who can explain to me how to do the best, guide and correct my actions, provide support".

"When you go to university, they say to you, "forget what you were taught at school," when you go to work, "what they taught at university," and when you don't have your own experience yet, then, of course, you get lost. It is very difficult to adapt. It's good that I was lucky, and there were people in the team who took patronage over me, so to speak. In general, I still turn to them for advice and I am very grateful to them".

The "environment" category relates to how a favorable atmosphere in the team provides teachers with openness, freedom, creativity, and support. Some participants (36.67%) believe that the environment has a great influence on them. They join a team and move towards a common goal, satisfying the need for community:

"For example, the life of the team is important to me, I try to take an active part in it, I maintain communication in WhatsApp groups, I exchange news. If I find out that someone has won a competition, received a grant, it motivates me: I gather my courage and start working hard".

"There is healthy competition in our team. I don't think it's a bad thing. It makes you move, develop".

Thus, regarding motivational factors, we obtained the following results (Figure 4):

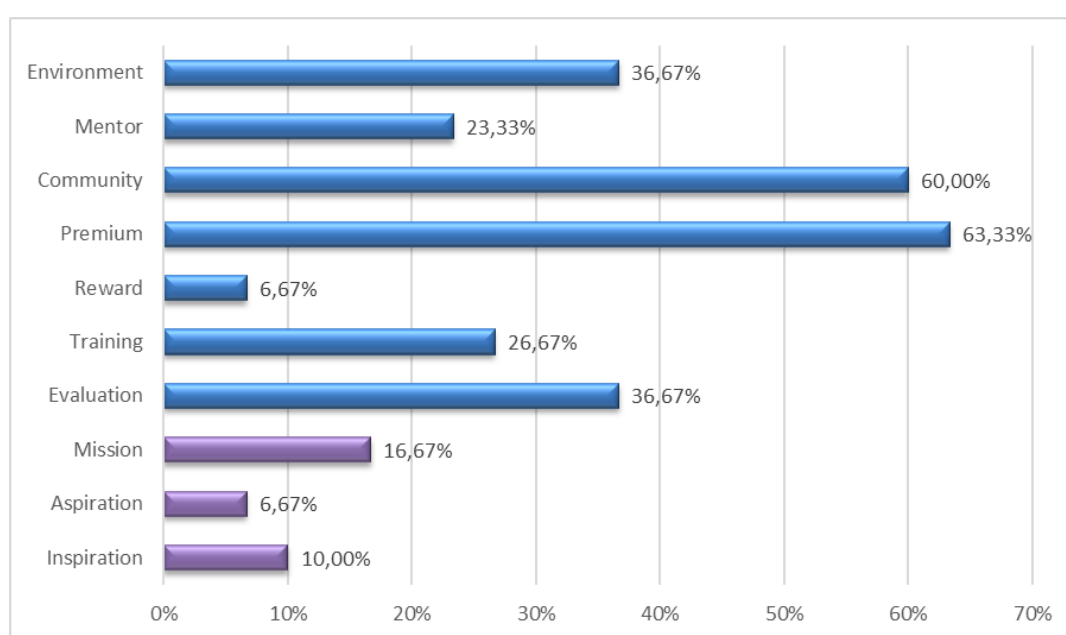


Figure 4. Motivational factors of the study participants

The main motivators for teachers to engage in innovative activities are external factors, such as financial remuneration and active participation in scholarly activities. It should be noted that the effectiveness of awards depends on individual factors, such as personal values, personal qualities, social status, level of well-being and psychological satisfaction. Nevertheless, financial encouragement is key for the participants.

Constant incentives that effectively contribute to the introduction of innovations in the educational process should be "inspiration", "aspiration" and "mission". Intrinsic motivation is a prerequisite for true excellence in research. Unfortunately, only a small number of study participants noted these factors, which may indicate the imperfection of the educational system that forms a person's personality and moral values.

As for comments, wishes and suggestions, we will highlight the following: one participant (3.33%) expressed dissatisfaction with the scarcity of equipment of offices and the lack of

material and technical base, while another respondent (3.33%) pointed to the insufficient level of qualification of specialists:

"Plastic windows were installed in the computer science room, interactive whiteboards were hung all over the school. It is still impossible to work on them, because the software does not allow it, projectors are not connected, there are no normal specialists. 3D printers are standing around, but children do not use them. We have reported, the commission has looked – everything is there. But in fact, new equipment was installed, and what to do with it was not explained".

"New computers have only recently been brought into our school, before that children studied using the old ones. It seems to me that virtual reality glasses and educational robots will not reach us soon".

The Kazakhstan researchers note that it is impossible to become a competent, comprehensively developed specialist without mastering new advanced teaching technologies in the field of modern education. The acquired knowledge contributes to the development of the teacher's professionalism and helps to effectively organize the educational process [13].

The novelty of the research lies in its focus on motivational factors influencing the participation of young teachers in innovative activities in the field of education. This study doesn't only identify these factors, but also explores their relative importance, which is significant in the context of an ever-changing educational environment. The study provides specific data on which motivational factors are most important for young teachers when considering innovations in teaching. It also highlights some unexpected results, such as the relatively low intrinsic motivation of participants to innovate and the preference for mixed learning methods over more advanced VR and AR technologies.

Conclusions

The present study is valuable because it highlights the direction of research policy, revealing the mechanisms stimulating teachers to innovate. According to the data obtained, the main motivational factors that can stimulate young teachers to actively participate in innovative activities are material incentives and communication within the pedagogical community. An important motivating factor is the recognition and support from colleagues and management, as well as a favorable atmosphere in the team. Young teachers are least motivated by an inner desire to introduce innovations and such awards as, for example, diplomas or letters of thanks.

The results obtained make us think and conclude that educational institutions should prioritize encouraging teachers who have an intrinsic motivation for innovation, helping them to maintain enthusiasm for "inspiration", "aspiration" and "mission".

It is internal motivation that leads to high-quality learning and creativity. Thanks to the development of internal motivation, outstanding teachers are born. Of course, internal motivation is determined by a research vision and abilities that are difficult to develop in a short period of time, therefore, as far as possible, it is necessary to create a favorable environment, provide mentors and organize a community, contributing to its formation.

Thus, motivating a teacher to innovate at a university requires a combination of different approaches and strategies. Public recognition of a teacher's efforts and achievements in

innovation, including awards, can serve as a powerful motivator. It is recommended to create and maintain an atmosphere in which teachers can freely express their ideas and explore new approaches to learning, experiment and implement their creative ideas, even if they seem risky. Feedback on the work done and research results is also significant, helping teachers to track the impact of their innovations and motivate them to further efforts.

It is also important to provide teachers with access to the necessary resources, including technical support, time for research and a decent material base. It is also required to provide teachers with opportunities for professional development and training in the field of innovation: seminars, workshops and courses can help them improve their skills and knowledge, encourage active participation of teachers in events, conferences and networking events, where they can share their experiences, learn from others and find inspiration for new ideas. Attracting teachers to cooperate with other universities and research organizations can lead to more meaningful and practical innovative projects. Furthermore, the way to not only share knowledge, but also to stimulate additional research, is to publish research and innovative projects.

It should be noted that motivation is individual, so it is important to take into account the interests and needs of each teacher when developing motivation strategies. It is important to allow teachers to participate in the development of university strategies and policies in the field of innovation, while research can help them feel more responsible for the process and the results.

Authors' contributions

The direction and nature of work in the research:

Kussainova R.E.– management and development of research, management methods, organization and research; organization and implementation of activities according to the goals and objectives of research.

Kassymbekova N.S. – participation in research and writing scientific article; conducting questionnaires; collection of information on the topic of research.

Kaliyeva A.B. – participation in writing scientific article; collection of information on the topic of research.

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Мотивация - жас педагогтарды инновациялық қызметке тартудың құралы

Аңдатпа. Заманауи білім беру оқыту сапасын жақсарту үшін үнемі инновацияларды енгізуді талап етеді. Алайда, жас оқытушылар өздерінің педагогикалық тәжірибесінде инновациялық тәсілдерді қабылдау мен енгізуде қиындықтарға тап болуы мүмкін. Мақала жас оқытушыларды инновациялық қызметке белсенді қатысуға ынталандыратын мотивациялық факторларды зерттеуге бағытталған. Зерттеу дизайны бойынша эксперимент екі кезеңнен тұрды – негізгі мотивациялық факторларды анықтау мақсатында сауалнама жүргізу және қатысушылардың пікірлері мен тәжірибелерін тереңірек түсіну. Негізгі мотивациялық факторлар педагогикалық қоғамдастықтағы материалдық көтермелеу мен коммуникация, әріптестер мен басшылықтың мойындауы мен қолдауы, сондай-ақ ұжымдағы қолайлы атмосфера болып табылатыны анықталды. Қатысушылар инновацияларды енгізуге деген ішкі ұмтылыспен және кәсіби марапаттармен ең аз ынталандырылады. Сонымен қатар респонденттер өз қызметінде аралас оқыту әдістеріне, ал VR және AR технологияларын қолдана отырып интерактивті оқытуға басымдық береді. Осылайша, білім беру процесіне жаңа технологияларды енгізуге деген ынтаны ояту арқылы ішкі мотивацияны дамыту ұсынылды.

Түйін сөздер: инновациялық қызмет, мотивация, жас маман, оқытушы, сұхбат, қолдау, ұжымдағы атмосфера, кәсіби марапаттар, білім беру процесі, инновациялық технологиялар.

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Мотивация как инструмент привлечения молодых педагогов к инновационной деятельности

Аннотация. Современное образование требует постоянного внедрения инноваций для улучшения качества обучения. Однако, молодые преподаватели могут испытывать трудности в принятии и внедрении инновационных подходов в своей педагогической практике. Исследование направлено на изучение мотивационных факторов, которые могут стимулировать молодых преподавателей к активному участию в инновационной деятельности. Согласно дизайну исследования, эксперимент состоял из двух этапов – анкетирования с целью определения основных мотивационных факторов, и интервью для более глубокого понимания мнений и опыта участников. Установлено, что основными мотивационными факторами выступают материальные поощрения и коммуникации внутри педагогического сообщества, признание и поддержка со стороны коллег и руководства, а также благоприятная атмосфера в коллективе. Меньше всего участники замотивированы внутренним стремлением к внедрению инноваций и профессиональными наградами. При этом в своей деятельности большее предпочтение респонденты отдают смешанным методам обучения, меньшее – интерактивному обучению с

использованием VR и AR технологий. Таким образом, рекомендуется развивать внутреннюю мотивацию, поощряя энтузиазм к внедрению новых технологий в образовательный процесс.

Ключевые слова: инновационная деятельность, мотивация, молодой специалист, преподаватель, интервью, поддержка, атмосфера в коллективе, профессиональные награды, образовательный процесс, инновационные технологии.

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