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Psychological and pedagogical conditions for the effectiveness of remote forms of training and retraining of specialists

Abstract: The article discusses the psychological features of the work of university teachers in the conditions of a remote form of educational activity. The study was conducted among high school teachers who teach classes remotely using online educational platforms. The main motivators of teachers' activities, as well as factors of job satisfaction – hygienic and motivational, as well as orientation styles of pedagogical communication - are investigated. The manifestations and characteristics of the conditions of reduced working capacity of teachers in the conditions of remote employment are analyzed. With the help of the author's questionnaire of satisfaction with remote work, the difficulties of accepting this activity of a personal, professional and technical nature were revealed. According to the results of the correlation analysis, it was found that interest in work negatively correlates with financial motives and has an average positive relationship with the content of work as a motivator, and satisfaction with personal achievements has links with motivation to achieve success and personal responsibility. Motivation related to the content of work has positive correlations with the preference of work for earnings, general job satisfaction, orientation to the work process, and a negative relationship with the functional state of satiety. The main motivators for teachers, according to the results of the analysis, are the content of the work and personal achievements, opportunities for career growth. The decrease in the working capacity of the study participants is mainly due to the state of fatigue and stress, which is related both to the nature of the teaching work itself and to the use of a remote form of work.