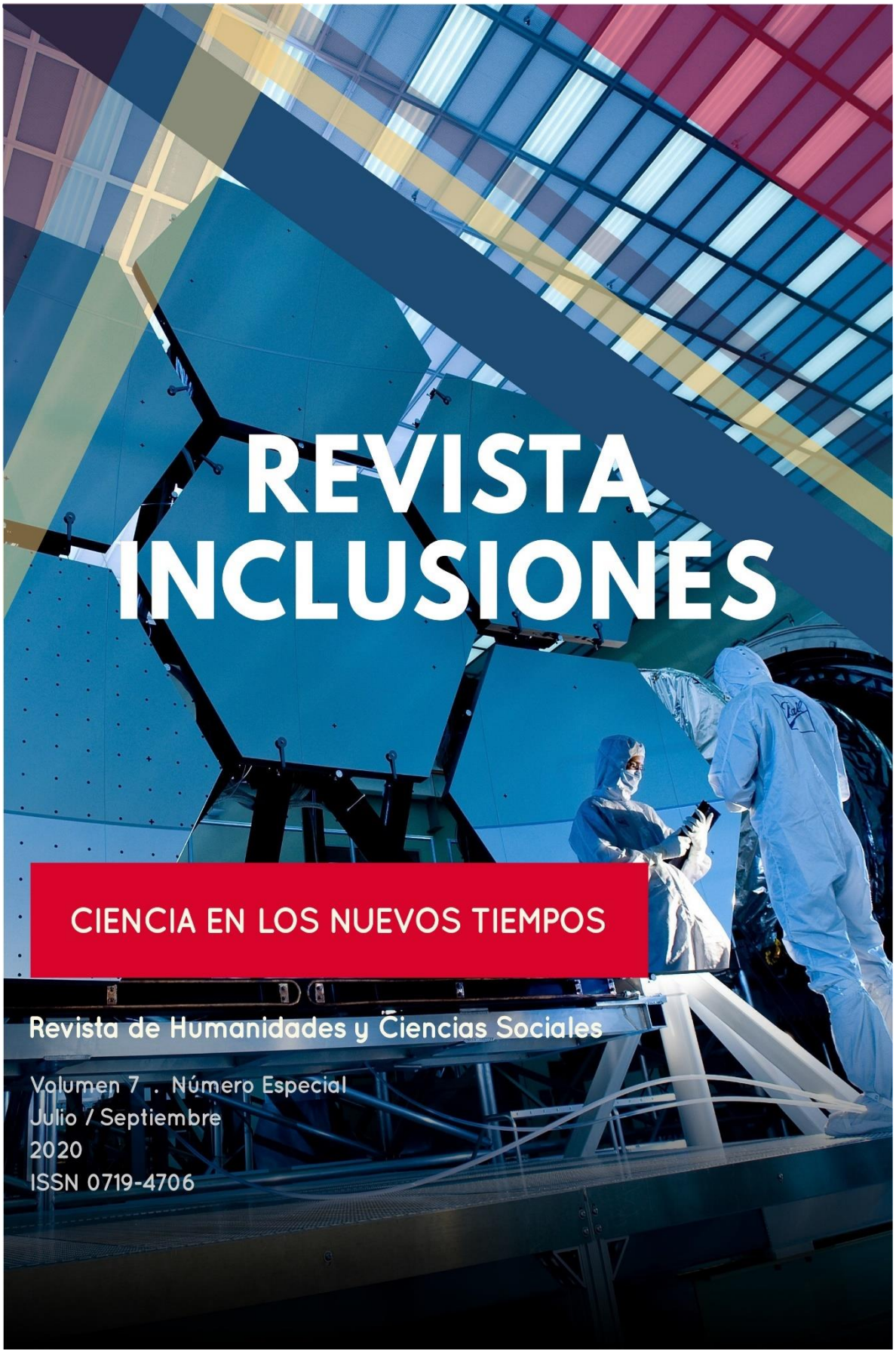

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TEACHER MOTIVATION AND STIMULATION IN HIGHER EDUCATION INSTITUTIONS OF RUSSIA: CURRENT STATE, EXPERIENCE, PROBLEMS, SEARCH FOR NEW MODELS

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Abstract

The quality of education and its effectiveness are largely determined by the qualities of those who teach, the people who conduct the educational process. This article discusses the factors that determine the quality of teaching staff in higher education institutions. It analyzes the environmental conditions that determine teachers' attitudes and affect motivation in professional activity at present and further compares it with other historical periods when the conditions in the field were different from the current ones.

Keywords

Personnel policy – Teacher motivation – Stimulation – Higher education system

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Introduction

The transformation of socio-economic relations in Russia in the 1990s caused devastating damage in all areas of life. The beginning of a new century for Russia was a period of searching for new forms in conducting any professional activity, including teaching. These forms were required by market relations, the era of new technologies[1] and the development of the informational environment. The reform of the Russian higher education system and its systematic modernization, accompanied by fundamental changes in the specifics of the work of the teacher of a modern university, seriously affected the motivation of teachers. Authors of many studies in the field of the work-related motivation of teachers of higher education note in general "the decline in work motivation in the field of higher professional education"[2]. The emergence of new forms of education (fee-paying schools, online education), a two-tier system of higher education, the elimination of compulsory graduate placement after graduation, the emergence of commercial universities, the introduction of a competitive system for teachers with the further conclusion of an agreement with a university (usually a short-term one), a sharp decrease in salary and many other reasons could not but affect the motivation of teachers to stay in this profession or to leave it. Many teachers saw the opportunity to earn much more by going into the commercial field. In addition, the significantly increased complexity of the work of modern university staff, such as the presentation of completely new requirements for their knowledge[3] and skills due to the improvement of the information infrastructure of universities and the development and application of innovative educational technologies, became a serious factor in reducing the motivation for many teachers[4]

Significant changes also occurred in the system of work stimulation for teaching staff at universities. The stable salary and the whole package of non-material incentives (acknowledgments, awards, honors, etc.) were replaced by a differentiated approach to the stimulating system based on a flexible salary system, in which the salary of teaching staff was divided into two main parts: the fixed part and the variable part. The fixed part of the remuneration is the base salary, which is regulated by the budgetary salary fund, and the variable part is the bonus, the size of which depends on the extra-budgetary income of the university and the overall performance of the faculty, department and the teacher. Since the teaching work is extremely multifaceted, the assessment of its effectiveness is not always objective. In some universities, a whole system of indicators for assessing teachers' work is being developed, which, in addition to the positive side, has a negative side — the teacher's creativity disappears and the desire to develop and apply new technologies for conducting the educational process decreases[5], since they are forced to “chase” for the implementation of each of the indicators included in the “Personal Performance” rating system, which does

[1] V. N. Ivanov, Social Technologies in the Modern World (Moscow: Slavjanskii dialog, 1996).

[2] M. S Agafonova y A. A. Belomyttseva, “Upravlenie trudovym povedeniem kak faktor usileniya trudovoi motivatsii”, Sovremennye naukoemkie tekhnologii Vol: 10 num 1 (2013): 132-133.

[3] V. Bondaletov; A. Kirillov; A. Melnichuk y O. Urzha, Competency approach as a model basis for intra-organizational training of personnel. In A. Maloletko, N. Rupcic, Z. Baracskaj (eds.), Economic and Social Development Book of Proceedings (2018): 873-882.

[4] Prikaz Minobrnauki Rossii No. 218 "O poryadke sozdaniya i razvitiya innovatsionnoi infrastruktury v sfere obrazovaniya". June 23, 2009. Retrieved from: https://rg.ru/2009/08/20/innovacii-obrazovanie-dok.html

[5] O. A. Urzha; V. I. Kataeva; T. A. Evstratova; V. Zhukova y I. Yu. Ilina, “Using The Scenarios Of Simulation Case Assignments In The Educational Process Of Students In The Specialty «State and Municipal Management», Master's Degree Programme”, International Journal of Engineering and Technology (UAE) Vol: 7 num 4.38 (2018): 597-602.

not always correspond to their personal preferences that contribute to increasing motivation. This not always positively affects the educational process and the quality of student training.

Methods

For a deeper understanding of the structure of motivation for teachers' work and the factors that determine it, let us consider the methodology, that is, those principles that are embedded in the formation of motivation. In this case, we use the system analysis method[6]

First of all, motivation is an individual's inner impulse, their disposition towards a certain type of activity or behavior. Let us review the following diagram.

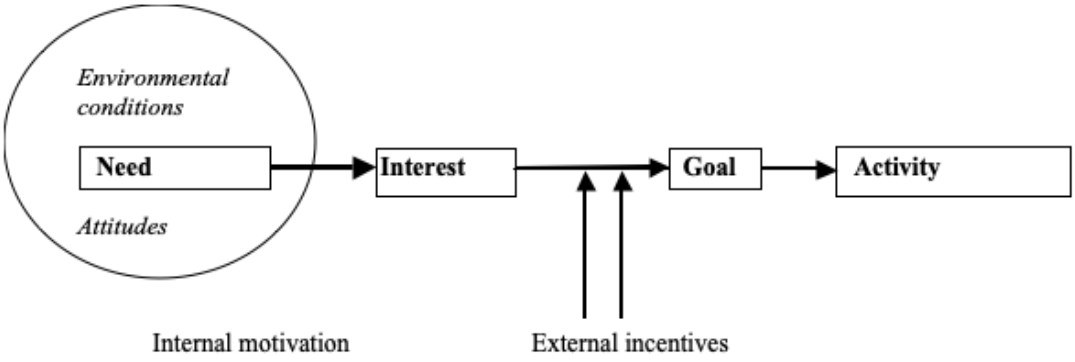

Figure 1

Any activity involves the implementation of a goal set by the person. It is realized through behavioral acts and deeds. The goal, in turn, is formed under the influence of the person's internal motivation and external incentives, which can have different nature, forms and sources.

Let us consider the factors that determine the internal motivation of the person. First of all, it is an interest that arises as an awareness of a certain need and needs, in turn, are determined by the environmental conditions, in which the subject is located (Fig. 1).

Environmental conditions are a cumulative factor that integrates the historical component, the level of civilization of society as a whole and the specific situation (economic, political, socio-cultural, geographical, etc.). Of course, the person's status is a significant factor, i. e. their position in society, belonging to a particular social layer or group, their social environment, in which certain life attitudes are formed, which means their lifestyle, norms, values and interests.

Based on the characteristics of the teacher's work, motivation in the field of higher education is understood as the process of conscious choice of the goals and models of work behavior, which are formed under the influence of internal factors (needs, values, attitudes), performed by the teacher of a higher education institution[7]. Motivation is an individual's inner

[6] O. A. Urzha, Transformatsiya sotsialnoi struktury rossiiskogo obshchestva v period perekhoda k rynochnoi ekonomike: monografiya (Moscow: Izdatelstvo Moskovskogo gumanitarnogo universiteta, 2017).

[7] L. A. Kaveshnikova y M. S. Agafonova, "Motivatsiya prepodavatelei kak osnova kachestva vysshego obrazovaniya", Nauchnoe obozrenie. Ekonomicheskie nauki num 2 (2016): 78-81.

impulse and the choice of the teacher's profession is primarily associated, in our opinion, with the desire to bring knowledge to people, train new students, create scientific schools and increase the level of knowledge in the field of one's scientific interest. As for any job, the teacher would also like to receive remuneration for their work, but the salary is not the first and foremost motivation for choosing the teacher's profession. From history we know many examples when scientists and scholars (including teachers of higher education institutions) devoted their whole life to their favorite field, i. e. science, which sometimes left them without sufficient means of subsistence.

Among the extremely important factors, one can name the external factors (incentives). In combination, internal and external factors (motivation + incentives) determine the characteristics of the employee's relationship with objects and means of a certain work and also form the result of their professional activity[8].

It is worth noting that the creation of incentives for the work of a teacher in a higher education institution is formed not only under the influence of internal factors (needs, values, attitudes) and external factors (incentives), but also under the influence of the characteristic features of its interdependence with the objects, means and results of their work. This interaction is individual for each teacher because it depends on their subjective understanding of the various elements of their work. This instance is of particular importance specifically for those who work in the field of higher education, since the subject of their work is not a natural substance, but an individual, together with their mental abilities, level of morality and culture[9].

Today various systems of stimulating teachers' work are widely employed in Russian higher education institutions. The development of methodologies and adoption of decisions on the indicators to be used for assessing teaching activities will be more effective with the use of the socio-engineering methodology[10]. Talking about the essence of this methodology, we can say that social engineering is a chain of interconnected sequential procedures aimed at improving any activity. This, of course, includes the diagnostics of the state of the object (document), forecasting and modeling a new modernized state, conducting an experiment on the developed model, in case of a successful result — the creation of a social project of the new state of the object (document), the development of social technologies for its implementation and the implementation of the project. In this particular type of activity, the socio-engineering methodology involves an in-depth study of all aspects of the activities of a university teacher: making a forecast of their behavior in existing conditions; modeling patterns of their behavior; defining indicators for assessing the teacher's activities. After experimental refinement of the scale for evaluating the performance of the selected indicators, follows the development of the project, i. e. a system of stimulation and assessment of teachers' work. So, ideally, from the scientific point of view, one would like to see the development of a system for assessing the teacher's work[11].

[8] Yu. D. Shmidt y A. V Kupera, "Stimulirovanie truda professorsko-prepodavatelskogo i uchebno-vspomogatelnogo personala vuza", Zhurnal Universitetskoe upravlenie: praktika i analiz (2006): 85-89.

[9] M. S. Agafonova y I. N. Sviridova, "Motivatsiya deyatelnosti menedzhmente", Sovremennye naukoemkie tekhnologii Vol: 7 num 2 (2014): 135.

[10] O. A. Urzha, "Sotsialnaya inzheneriya kak metodologiya upravlencheskoi deyatelnosti", Sotsiologicheskie Issledovaniya num 10 (2017): 87-96.

[11] O. A Urzha; V. Kataeva y T. Evstratova, Sociology of governance as a methodology for developing scenarios for simulation case studies in the governance training system. In A. Maloletko, N. Rupcic,

The factors like the change in the socio-economic formation in the country and the introduction of some foreign methods in connection with the reform of higher education in accordance with the Bologna agreement, have left a significant imprint on the motivation of many teachers (especially young ones) when choosing a profession and on stimulating systems from universities. Today, these systems in different universities vary significantly. As the authors of the article, we are faced with the task of identifying and analyzing the main factors of stimulation in various systems, evaluating them for implementing the main mission of a higher education teacher.

Results

Motivation and stimulation of teachers' work before the perestroika period in Russia

Teaching is, above all, a vocation. Vocation is a propensity for a particular trade or profession. Vocation is the personal meaning of an individual's life, transformed into a practical goal. This is something that makes a person unique in this world, imposes duties on them and forms a heightened sense of responsibility for what they do. Teaching is not just a job requiring the performance of certain functions, for which one receives a salary. It is a complex, multifaceted spectrum of emotions associated with constant work on oneself to be more understandable, to be different from other teachers, to transfer knowledge, one's own experience and love to the subject to the audience. It is the joy that the teacher feels with the success and growth of their students, the creation of their scientific school and its followers. This determined the motivation of teachers to work in higher education.

Environmental conditions contributed to the formation of such motivation. Such concepts as "university teacher" or "professor" were associated with the elite of society and carriers of these titles belonged to the category of people representing the upper class. This perception was not even affected by the fact that salaries in this profession were not high. Teachers in the Soviet era received fixed salaries, the same for all universities and regions, accrued only from the budget and the salary level depended only on the academic degree and academic title of the teacher since teachers with an academic title received additional payments added to their basic salary. One was encouraged to obtain an academic degree or title even if they were not a teacher and did not work in a higher education institution. A person with an academic degree and title received an extra payment added to their salary, as well as extra vacation days. In universities, a transition to a higher position was possible only with an academic degree. If the transfer from a teacher post to a senior teacher post required a certain length of employment at the university, then the transfer to the post of associate professor was possible only with the academic degree of candidate of science (similar to PhD). In order to obtain the title of associate professor, one had to have both an academic degree and work experience in the relevant position. The same requirements were presented for the appointment to the post of professor (candidates were required to have the academic degree of doctor of science). The title of professor, in addition to having a doctor of science degree and work experience in the position, required successful supervision of at least two candidates of science.

However, even though these promotions were accompanied by an increase in salary, this was not a motivating factor for obtaining academic titles. More important was the prestige associated with the recognition of a given person in academia, their visibility, the appearance of their significant publications, the fact that the person gained new students

Z. Baracskaj (eds.), Economic and Social Development Book of Proceedings (2018): 627-636.

and followers. No one considered the number of publications of a doctor of science to be an indicator of their significance. It was the content of the publications that mattered. This was what made them famous and recognizable. All publications, articles and monographs of such a scientist or teacher were devoted, as a rule, to one scientific field, which reflected the scientific interest of the author. It was with this topic that their talks and presentations at Soviet and foreign conferences were always associated and the author, in the eyes of others, was associated with this scientific field, was considered an expert in it, a representative and bearer of the ideas of the corresponding scientific school. This was a significant incentive to work better, more, with full dedication and very often at the expense of one's time.

Such teachers, as a rule, formed and largely determined the image of the university. After the death of the higher education representatives who were especially honored in academia, university audiences, conferences, scientific readings, etc. were named in their honor.

Transformation in the system of motivation and stimulation of teachers of higher education in a market economy

What are the changes that the market economy has brought to the higher education system in Russia and how has this affected the motivation of teachers to fulfill their professional duties? What is the main stimulating factor for many teachers today?

Based on our proposed methodology, we first consider how the environmental conditions, in which Russian universities work today, have changed. The first change is a system of accreditation indicators, according to which, within the framework of the state accreditation of a university, state control over the quality of student training is carried out, the rational use of federal budget funds is assessed and the effectiveness of the educational institution is evaluated[12]. The development and introduction of these indicators were caused by substantial and structural changes in the Russian education system in the last decade[13]. It should be noted that these indicators quite fully cover the whole range of activities of the university as a whole and the teacher in particular.

An analysis of the foreign experience in accrediting educational institutions and educational programs shows[14] that the list of indicators usually determined by the accreditation body contains from 6 to 16 indicators[15] and includes them into a single system for assessments of an institution. The Board of the Russian Federation State Committee on Higher Education approved the following indicators of state accreditation for institutions of higher professional education[16].

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[12] Yu. V. Butenko, “Gosudarstvennaya akkreditatsiya v sisteme otsenki effektivnosti kachestva vuzov”, Vestnik VolGU Vol: 6 num 13 (2012): 55-61.

[13] Zakon RF "Ob obrazovanii" No. 3266-1: s dop. i izm. July 10, 1992. Retrieved from: https://rg.ru/1992/07/31/obrazovanie-dok.html

[14] V. G Navodnov; E. N Gevorkyan; G. N Motova y M. V Petropavlovskii, Akkreditatsiya vysshikh uchebnykh zavedenii v Rossii: ucheb. posobie (Ioshkar-Ola: Mariiskii gos. tekhn. un-t, 2008).

[15] V. G Navodnov y M. V Petropavlovskii, Metodika opredeleniya konkursnykh kategorii vysshikh uchebnykh zavedenii na osnove Tsentralnogo banka dannykh gosudarstvennoi akkreditatsii: nauchnoe izdanie (Ioshkar-Ola: Tsentr gos. akkreditatsii Minobrazovaniya Rossii, 2003).

[16] Postanovlenie Pravitel'stva Rossiiskoi Federatsii No. 522 "Ob utverzhdenii Polozheniya o gosudarstvennoi akkreditatsii obrazovatel'nykh uchrezhdenii i nauchnykh organizatsii". July 14, 2008.

Indicator 1. Document and content support of the educational process

This indicator is used to assess the content of professional training, which includes an assessment of the structure and content of ongoing educational programs in combination with teaching methods and forms of training.

Indicator 2. Information support of the educational process

In this case, we are talking about information and methodological support of the educational process, increasing educational resources and information potential of the educational institution, including based on modern technical means.

Indicator 3. Quality of graduates' training

This is the most important indicator for the work of any higher education institution, but it is the most difficult one to assess formally.

Indicator 4. Ability to continue education in basic professional education programs

These indicators reflect the ability to continue education in postgraduate programs (graduate school, doctoral studies) and additional professional education provided by a higher education institution. These programs are evaluated based on the following quantitative indicators: community of graduate students and (or) doctoral students, applicants for the academic degree of candidate and (or) doctor of science; list of postgraduate programs; number of graduate students per 100 students; percentage of graduate students who completed graduate school with the defense of a dissertation (within a year after graduation); number of doctoral students; list of dissertation councils; list of continuing professional education programs and the student community.

Indicator 5. Scientific research

This indicator reflects the main scientific fields and scientific schools of a higher education institution, the amount of funding and the effectiveness of research. This takes into account both the total amount of funding for research and its relation to the unit of teaching staff, thereby characterizing the activity of the teaching staff in this type of work.

Indicator 6. Scientific and methodological work

The efficiency and effectiveness of scientific and methodological work are estimated by the number of published textbooks, manuals and monographs prepared by teachers of a higher education institution.

Indicator 7. Qualitative composition of research and teaching staff

The teaching staff is an indicator of the potential of an educational institution and the effectiveness of the teaching process. This indicator is considered in terms of the level of qualification and professional competence of teaching staff, the presence of teachers with academic degrees and (or) titles.

Indicator 8. Pre-university training and selection of applicants

This indicator is specific to the Russian accreditation system. Its introduction was conditioned by the requirements of the current legislation.

Indicator 9. Demand for graduates

This indicator is one of the main indicators of the effectiveness and quality of a higher education institution. It reflects the compliance of graduates' training with the social order and expectations of society.

It can be noted that these accreditation indicators fully reflect the main motivational impulses of the teacher as a teacher, as a pedagogue and the interests of the university, which are unconditionally determined by modern external social and economic conditions. Therefore, we can take them as a basis for considering stimulating systems for teachers' work.

Since these indicators determine the effectiveness of higher education institutions, the evaluation of the activities of the teaching staff is also associated with these indicators. They are used for the creation of a stimulating system for teachers, as the teachers' activities to a greater extent define the quality of the main activity of higher education institutions. Each university tries to develop a sufficiently reasonable system of assessing the effectiveness of the teachers. Some experience has been gained. According to G.Kh. Gendler and N.I. Vedernikova, “each university should develop its system of indicators and evaluation criteria”[17]. While we agree with this argument as a whole, we also believe that such systems should be based on common methodological approaches.

We have already said that in a market economy universities are in a situation where they are forced to earn extra money to the budget financing. These are funds from the admission of students on a fee-paying basis, research activities and conducting additional professional education. Therefore, these areas of teachers' activity are particularly promoted in some universities. Although there is nothing wrong with this, in some cases these distortions in the simulation of teachers' activities lead to a transformation of the motivation system. Money becomes the main motivational factor for these teachers. Activity indicator 1, related to the educational process and the development of new teaching methods, does not receive proper stimulation. Also, in some cases, such activities as the quality of graduate training (indicator 3), training of graduate students and doctoral students (indicator 5) and some other kinds of work that do not bring additional funding to a higher education institution do not receive proper encouragement.

The second significant factor that has made significant changes in the working conditions of universities today is the introduction of the evaluation of the effectiveness of the scientific activity of a teacher using scientometric indicators[18]. If earlier the contribution of a scientist to the development of science was evaluated by the scientific community strictly based on meaningful qualitative criteria, the automation of the evaluation process led to the

[17] G. Kh Gendler y N. I. Vedernikova, Oplata truda v uchrezhdeniyakh byudzhetnoi sfery (St. Petersburg, 2003).

[18] A. I. Orlov, Naukometriya i upravlenie nauchnoi deyatelnostyu. In D.A. Novikov, A.I. Orlov, P.Yu. Chebotarev (eds.), Upravlenie bolshimi sistemami: sbornik trudov. Spetsialnyi vypusk 44 – Naukometriya i ekspertiza v upravlenii naukoi (Moscow: IPU RAN, 2013), 538-566.

creation of a method for quantifying the effectiveness of scientific activities using scientometric indicators. The inexpensiveness and speed of checking the publication activity of scientists and teachers caused the popularity of scientometric indicators in rapid assessment using software authoritative databases: Web of Science, Scopus, Google Scholar, Astrophysics, PubMed, Mathematics, Chemical Abstracts, Agris, GeoRef, etc.

However, this system also has a negative side. First, scientometric indicators as the only criterion for assessing the multifaceted scientific work of the teacher only indirectly indicate the quality of the scientific publication and the real contribution of the scientist to the development of the particular field. Second, such a system provokes teachers to “cheat” in various ways, since it is based on these indicators that their scientific activities are evaluated and this evaluation is often connected with significant financial incentives[19].

Practice shows that the stimulation of those teachers' activities, which bring additional income to a higher education institution, and the increase in salary to the teacher do not motivate them to improve their scientific status or obtain a scientific degree or title (indicator 8), as the bonus connected with the academic title in some universities is significantly lower and writing a dissertation takes a long time. Publication of several articles and receiving a stimulating payment for them requires less effort and time and the material reward can be much higher.

As a result, it is clear that the stimulating system should cover all teachers' activities following the performance indicators of a higher education institution. However, can one teacher have good results on all of these accreditation indicators? How can one avoid overlooking the quality of teacher's work overshadowed by quantitative performance evaluation and prevent the loss of teachers' motivation that is embedded in this professional vocation?

Discussion

To answer these questions, we will try to present and discuss the practices that are currently taking place in higher education institutions. The study of this issue shows that the majority of universities provide stimulation through various forms of encouragement and stimulating payments for of those types of work that relate to accreditation indicators related to the activities that bring additional income to the university, such as research activities (publication activity of the teacher, financial performance of research) and additional professional education. A significant amount and extremely important areas of activity of the university and the teacher remain outside the stimulating system. These are the training areas that are reflected in the evaluation indicators such as the following: indicator 3 “Quality of training of graduates”, indicator 5 “Possibility of continuing education in the main professional education programs of the university”, indicator 10 “Demand for graduates”.

It is believed that the quality of graduates' training is difficult to formalize to introduce incentives for this type of work. To refute this conclusion, we can consider the experience of the Moscow State University named after Lomonosov (MSU). The essence of the method is that each teacher for second-year students announces a scientific seminar and a special course. Students are required to enroll in a course taught by one of the teachers. At first,

[19] G. Z Efimova, Analiz effektivnosti naukometricheskikh pokazatelei pri otsenke nauchnoi deyatelnosti”, Vestnik Tyumenskogo gosudarstvennogo universiteta num 8 (2012): 101-108.

they can go to several teachers, as they thereby choose the field for their term papers and graduation thesis (GT). Within a month, they must make their final choice by submitting an application stating which teacher they choose to the Dean's office. Administrative distribution of students for the GT supervision is not allowed. If the teacher enrolled no more than three students, they become their supervisor, teach a scientific seminar and a special course, but do not receive additional hours for teaching them, while GT supervision gives them additional hours. This motivates the teacher to improve the field of their scientific interest to be more attractive to the student and work more on their image, ultimately — on their status and, therefore, work on the candidate (doctoral) dissertation and acquire their academic image.

Further, the university regularly holds competitions of students' term papers and GT, which eventually results in a competition of scientific schools of the university. The MSU gives special importance to the priority scientific fields, scientific schools and leading scientists. Indicator 6 (“Research”) of the Ministry of Education reflects primarily these aspects, not only the amount of funding for the effectiveness of research. The MSU website[20] presents the scientific schools of the faculty and leading scholars in the field (1 to 3 persons maximum). Being placed on such a list is the highest degree of recognition of the teacher's work and an exceptionally high degree of stimulation.

Stimulating the quantity and quality of GT scientific supervision by university teachers, at the same time, the university carries out control and encouragement of those teachers whose graduates “continued education on the main professional education programs” (indicator 5), both in master's and in postgraduate or doctoral studies. This indicator reflects the university's ability to continue education. Above, in our article, we gave a detailed description of how this indicator is estimated. The Russian State Social University (RSSU) previously had a significant system of financial incentives (encouragement) of scientific supervisors whose postgraduates and doctoral students had defended their dissertation. Unfortunately, today this stimulating system no longer exists and in many universities, it becomes very difficult to attract young people for admission to graduate school due to the absence of dissertation councils. Teachers have neither motivation nor stimulation for this. Therefore, there is a serious problem with the implementation of this indicator and with the growth of the scientific potential of universities.

To answer the questions of the previous section about whether one teacher could have good results in all of these accreditation indicators and how to prevent overlooking the quality of teaching overshadowed by qualitative indicators, we, based on our analysis, concluded that many universities are on the way to create special units for the implementation of research activities, as well as conducting additional professional education. Practice shows that every faculty or teacher cannot work equally effectively on all ten accreditation areas for the activities of the university.

Thus, in 2010, the MSU launched a system of control and stimulation of teachers, which was called “ISTINA” (“Intellectual system of thematic research and analysis of scientific activities of organization employees”), developed at the MSU Institute of Mechanics. This system was used to develop performance indicators for each faculty and each area of training, which is eventually summarized in formulas. These formulas can

[20] Main research areas (scientific schools, research teams) of Moscow State University (according to information provided by faculties and institutes in September 2012). MSU Website. Retrieved from: https://www.msu.ru/science/sschool.html

contain indicators of the effectiveness of research activities (publications, monographs, participation in conferences, etc.), educational activities (lectures, scientific supervision, etc.) and attracted funding (grants, contracts, etc.) for different periods (from one to five years). However, the indicators taken into account in the calculation of the rating (in the formula), their weight and ratio are individually determined for each faculty.

The value of the rating of teachers obtained by these formulas simultaneously affects their election by competition and the term of their contract. For teachers whose rating falls in the top 25%, re-election for 5 years is recommended; for those whose rating falls in the interval 25% to 75% — re-election for 3 years is recommended; for those who fall in the bottom 25%, no contract extension or re-election for a maximum of 1 year is recommended. This system of evaluation of the teacher allows everyone to see their rating and understand what they can count on during the competition, as anyone who visits the “ISTINA” page on the MSU website can see the following: formulas for calculating the rating of all departments, rating thresholds (25%, 50%, 75%) for all types of research positions, for each of the departments of the university. This system, on which the further work of the teacher at the university depends, is an extremely effective incentive for everyone. At the same time, it removes the subjective factor, which, unfortunately, is present in some universities.

“ISTINA” presents not only quantitative indicators but also the quality of teaching at the MSU. Thus, the accounting of publishing activities of teachers is carried out only following the list of journals, both Russian and foreign, which “ISTINA” has approved as acceptable for all scientific fields.

Considering the work stimulation systems for teachers, we can name another system, which is used in some foreign countries, for example, in England. In this system, students rate teachers using white and black balls to vote for a particular teacher. The number of these balls defines the teacher's rating and their salary. However, this method requires a high consciousness of students who study for knowledge, not just for a degree, and realize that they will leave the university to enter the world of market relations and fierce competition. In our opinion, Russian students have not yet formed such an understanding, which can lead to distorted assessments of a teacher's work. However, the situation is changing and today, it is not rare to hear that students, especially those who pay for their education, present higher requirements for the quality of the classes of some teachers.

Conclusion

Thus, analyzing the experience of modern Russian universities on creation of systems of evaluation of teachers and stimulating their work, we have identified a number of existing problems that some universities contribute to in when chasing for the implementation of those indicators that are easier to formalize and to count, which leads to a distortion in professional motivational factors and, therefore, an ineffective implementation of all the tasks set for higher education institutions. Stimulation should be systematic and cover all the functions of higher education, which are accurately reflected in the accreditation performance indicators of the university but should take into account the specifics of each institution and, therefore, should be developed independently, have a particular model. Since motivation is largely dependent on stimulation, one-sided stimulation distorts the motivation of a teacher. They begin to work more on the implementation of the requirements of one of the evaluation indicators, lose the integrity of their teaching functions and, therefore, their mission, their purpose as a pedagogue or a teacher.

In our opinion, a more thought-out policy is carried out by those universities, in which part of the functions for the implementation of accreditation indicators is assigned to specially created units in the structure of the university. For example, research laboratories or institutes. In this case, the research topics are more significant, reflect the specifics of the university and are performed by specialists more qualified for this type of activity. The teacher has more time to work on the quality of the educational process, training graduates, improving their knowledge, experience and qualifications.

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