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THE DIFFICULTY OF ENGAGING IN SCIENTIFIC ACTIVITY AND THE PECULIARITIES OF ITS MOTIVATION

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ABSTRACT: *This article discusses the difficulty of engaging in scientific activity and the specifics of encouraging it. The author tried to justify the importance of scientific activity for the life of society*

Key words: science, knowledge, innovation, scientist, scientific activity, motivation, worldview

At all times, the pursuit of science has been the main driving force of society. Advances in science have served to make people's lives easier, improve the quality of life, and ensure their well-being. The scientific innovations and knowledge created by scientists have served to broaden people's horizons.

In considering this issue, it is necessary to differentiate two aspects. One aspect is the motivation for the choice of scientific activity, the other is the elucidation of the reasons why the scientist took up the development of this scientific topic, which led to the emergence of this or that idea. Below we will talk about the first aspect.

The desire to engage in science is due to many reasons. This is the desire to cognize and create the new, the unknown (cognitive and creative needs, or, as Henri Pieron said, the need for creative activity), the desire to understand this phenomenon oneself and open the eyes of others to its essence; and interest in a particular science or in a particular issue; and the desire to benefit mankind with his discovery, or at least to solve any national economic, albeit narrow-departmental, problem, or even simply "leave a mark in history" by publishing his work; and achievement of a certain social status (obtaining academic degrees, titles); and the desire for self-realization, for fame, fame, an ambitious desire to stand out from the general row in connection with the prestige of scientific work in the eyes of society. Play a role and inclination to "office" work, the possibility of obtaining, thanks to scientific activities, high positions, various material benefits.

The influence of these motives on the effectiveness of scientific work, according to the scientists themselves, is different. For example, the outstanding Hungarian biochemist A.

Szent-Györgyi was skeptical about the high aspirations of young men as direct stimuli of scientific creativity. He said that if a young man strives for science in order to make happy and bless humanity, then it is better for him to enter the service of a charitable society. A. Szent-Györgyi believed that the main stimulus for the scientist was the cognitive need and curiosity. Another no less famous scientist, Ramon y Cajal, believed that it is not special intellectual abilities that distinguish researchers from other people, but motivation that unites two passions: the love of truth and the thirst for glory.

It seems that one motive does not contradict another. Was it not high motives that were guided by the doctors who created vaccines against infectious diseases and tested their effectiveness on themselves in the absence of any guarantees that the vaccine would help and they would not die?

According to a number of foreign psychologists (for example, D. McClelland), the main motive that makes the work of a scientist highly productive is the “achievement motive”.

Unfortunately, there is very little data on at what stage of a scientific career one or another motive is stronger. The same applies to the influence of gender differences and other characteristics of a person on the motivation of scientific activity. Thus, S.I. Erina and E.E.Sokolova (1998) found that for female researchers, the leading motives are: material security (50% of responses), a desire to prove themselves (40% of responses) and interest in the work itself (33% of responses). For 21% of the women surveyed, scientific work is a way to combat the monotony of everyday life, avoiding household chores. Only 6% of women answered that they need scientific work to achieve a certain social status. However, the authors did not provide similar data for male scientific workers, and therefore it remains unclear whether the obtained patterns are typical only for women.

Motives for choosing a specific topic of scientific research. Scientific research can be different: from "imposed" by the leadership or the subject matter of the institute (that is, carried out as necessary, duties) to personally significant, interesting to the scientist himself. The creative solution of technical problems (rationalization, invention) may be due to the difficulties that a person experiences when using certain tools or equipment; an attempt to solve methodological issues is often conditioned by the search for optimal ways of teaching and training, and the solution of purely theoretical problems is caused by the emergence of cognitive dissonance, disagreement with the views of other scientists, or interest arising from reading the literature on some problem. Often, the scientist's "pushing" on a new question for

him occurs by chance, under the influence of external circumstances that make him think about some facts (remember the legend about Newton's discovery of the law of universal gravitation).

Foreign psychologists often refer to the motives of scientific research as "spontaneous" or, as Paul Fress writes, as a search without incentives. In reality, there are reasons, although not always lying on the surface of consciousness and not always directly dependent on basic (primary) needs.

And first of all, it is a cognitive need, which carries in itself, like a battery, energy for scientific research and creates a scientist's readiness to manifest intellectual activity when a particular problem situation arises.

It would seem that there is nothing difficult here. If I like physics, but the Russian language is difficult, then I probably have a penchant for the exact sciences, and not for the humanities. Therefore, it is necessary to choose a profession related to the exact sciences. But the simplicity of justifying the choice is deceiving here. After all, the matter may not be in the subject itself, but, say, in the teacher. Physics was taught to me by a bright, talented and enthusiastic teacher, and the Russian language lessons were boring and uninteresting. And besides, most of my classmates were interested in physics and were frivolous about Russian lessons, which also influenced me. In other words, the features of my motivation may be associated with the situation itself.

Accordingly, in the first case, we can talk about the predominance of external motivation, and in the second - internal. For example, a person goes to work for a large private company only because of a high salary. However, if suddenly the business of the company does not become so brilliant that the owner can pay employees stunning salaries, then the employee's enthusiasm will quickly wane. In this case, we can talk about external motivation. At the same time, another person (for example, a school teacher), from the very beginning working in a position with a small salary, probably believes that his profession, the business in which he is engaged, is extremely important and noble. And this intrinsic motivation keeps him active.

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