



Intra-School Support for Professional Self-Development of Teachers

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ABSTRACT The increasingly complicated nature of teachers' professional activities, set by the requirements of modern society, necessitates the development of sustainable internal motivation for professional self-development and self-improvement. The solution to this problem can be thus seen in the development of organizational-methodological conditions for intra-school support contributing to the effective development of internal motives of pedagogical activity. The present study sets out theoretical provisions concerning the essence of self-development, the professional self-development motivation, and its structure and formation criteria. The research methods included theoretical analysis of scientific literature, systematization, generalization, and experiments. This study provided diagnostic data on teachers' personality motivational complex. The study results were the definition and experimental testing of organizational-methodological intra-school support conditions for the formation of teachers' professional motivation, as well as the development of measures to ensure professional self-development of teachers.

INTRODUCTION

A necessary condition for updating modern education is the continuous improvement of teachers' professional levels. The implementation of this requirement directly depends on the desire of teachers towards professional self-development. At the same time, a weak focus on the implementation of this type of activity is noted among teachers. A way to solve this problem is to form a teacher's professional motivation for self-development through the creation of appropriate conditions and support mechanisms (Hancock 2016; Kazantseva 2017).

The study of the developmental degree for the problem under consideration allowed the authors to identify a contradiction between a sufficient degree of theoretical coverage of issues that relate to teacher motivation and a lack of development of support mechanisms that ensure teachers' self-development.

Education strategies also require teachers to constantly improve their professionalism directly in the process of the activity. For this reason, intra-school support for this process should be a key factor in their professional growth.

Thus, the choice of the topic under research was due to insufficient development of mechanisms that are concerned with the formation of motivation for professional self-development of teachers as a whole and need to disclose the content of intra-school support for this process (Nguyen and Pham 2019).

The purpose of this study was to disclose and to justify organizational-methodological conditions of intra-school support for the formation of internal motivation in teachers to professional self-development (Lukoyanova et al. 2019).

METHODOLOGY

The methodological basis of the study was the theory of professional development and self-determination. Accordingly, the research methods included theoretical analysis of scientific literature, systematization, generalization, and experiment (Gabdreeva et al. 2018).

In this respect, Maralov (2004) defines self-development as a continuous process of setting and achieving specific goals by individu-

als via changing their own activities and behaviors or based on internally significant aspirations and external influences. From this definition, it follows that self-development is a process caused primarily by an individual's internal motivation.

In the view of the pedagogical profession, motivation for professional development is the process of encouraging a teacher to active pedagogical activity aimed at obtaining a new qualitative result and to focus on achieving a personal meaning in a profession (Frytsiuk 2016).

The formation of personal motivation, including self-development, is carried out under the influence of incentives. Upon that, a stimulus appears as that objectively determined, and its source is external circumstances. The stimulus can thus have a stimulating effect on a person to act actively only in the case if the corresponding attitudes are present. They may or may not correspond to the interests of a person. It is also important to consider that a stimulus acquires a motivating value if it is internally accepted by a person.

Slastenin similarly considers professional self-development as a process of integration of external professional training and internal movement as the personal development of a man. External professional training thus sets contents, forms, and patterns of professional reflection, and internal movement provides energy as well as the realization of the personal meaning of professional self-development. External preparation and internal movement are thus taken into account as components of the professional self-development process (Slastenin 2005).

In the context of the direct pedagogical activity, the implementation of this process, on the one hand, can manifest itself in the form of an "internal movement" (Slastenin 2005), as the development of internal abilities acquired through self-education and the need for development. On the other hand, it can demonstrate itself in the form of conscious and necessarily voluntary participation of a teacher in school-organized events, that is, the factor of influence of the professional environment on teacher motivation and their desire to professionally develop and grow (Krivoruchko 2012; Zaripova et al. 2019).

However, as Potashnik (2009) notes, external sources of motivation are often decisive, and they can direct and stimulate the self-development of teachers. Thus, schools and teaching staff management are necessary factors in teachers' professional development (Potashnik 2009).

Accordingly, Slastenin (2005) defines the following features in the capacity of professional self-development criteria of teachers:

- ◆ Self-organization of qualitative changes in their personality and activity;
- ◆ The dominance of actions aimed at professional self-renewal in the structure of the pedagogical activity of teachers;
- ◆ Change in working methods;
- ◆ Statement and solutions in relation to themselves and their pedagogical, psychological, organizational, and substantive tasks;
- ◆ The ability of teachers to perceive various manifestations of the environment as a prerequisite for their professional development (Slastenin 2005).

Objectives

The increasingly complicated nature of teachers' professional activities, set by the requirements of modern society, necessitates the development of sustainable internal motivation for professional self-development and self-improvement. In the current study, it was tried to study and solve this problem.

RESULTS AND DISCUSSION

There were attempts to determine and to experimentally test organizational-methodological conditions of support that are effective in the development of internal motives of pedagogical activity. The basis for building a system of the mentioned conditions is the provision of the conscious voluntary participation of teachers in school-organized events. This thesis is supported by the idea that professional self-development of teachers is independent and amateurish in nature, and it is also a conscious choice.

The experiment was held on the basis of secondary school No. 64 in the city of Kazan, the capital of the Republic of Tatarstan, for one year. A total number of 23 teachers teaching at different educational disciplines were recruited in this

study. At the first stage of the study, teachers were tested using the methodology by Zamfir in the modification by Rean as “Motivation of Professional Activity” (Bordovskaya and Rean 2006).

The methodology was based on the concept of internal and external motivation for professional activity. Based on the results obtained, the motivational complex of a personality was determined as the relationship between three types of motivation that is, internal positive (VM), external positive (VPM), and external negative (VOM). The optimal motivational complex was also the numerical predominance of internal positive motivation over external positive motivation and negative motivation.

Processing of the test results also showed that 65.2 percent of the teachers were dominated by internal motivation for their work. They had thus focused on improving the level of professional skill, experience satisfaction from the process of work and its results, and also self-realization in professional activities. For 17.4 percent of the teachers, external positive motivation was of greater importance. They had been focused on material incentives and aspiration for career advancement in their work; they were also feeling the need to achieve social prestige and respect from colleagues and the administration. Moreover, 17.4 percent of the teachers showed the same numerical value of internal and external negative motivation.

The formative stage of the study was the development and implementation of a program accumulating conditions conducive to the formation of internal motives of professional activity. These conditions aimed at creating a professional environment that would enable educators to find ways and means of creative self-realization. Internal motives had also been understood as the orientation of teachers on the process and the results of their activities.

The following conditions were selected as ones ensuring the effectiveness of scientific and organizational-methodological support for teachers’ self-development:

- ◆ Engaging teachers in event communities in which not only professional but also spiritual development takes place;
- ◆ Promoting the professional identity of a teacher in the process of adoption and development of professional values;

- ◆ Improving management mechanisms aimed at motivating the professional growth of a teacher (Drobotenko 2016). Table 1 presents a fragment of the program.

1. Teacher’s inclusion in event communities in which not only professional but also spiritual development takes place

Professional Competition

“Teacher of the Year 2019”

- ◆ Working in a creative support group of contestants;
- ◆ Visiting creative workshops;
- ◆ Mentoring (working with experienced teachers with competitors)
- ◆ Working in the jury of competition;
- ◆ Participating in the grand opening of the competition
- ◆ Desire to generalize experience and apply it creatively;
- ◆ Deepening knowledge on the subject and the need for further self-education;
- ◆ Worrying about their contribution to the success of contestants;
- ◆ Desire to share their pedagogical experience;
- ◆ Need for further participation in such events.

2. Promoting teacher’s professional identity in the process of adoption and development of professional values

Intra-School Scientific-Practical Conference: “First Steps in Science”

- ◆ Application of research skills;
- ◆ The motivation of students for research work;
- ◆ Creation of an electronic portfolio of professional achievements;
- ◆ Participation in competitions between thematic posters and newspapers;
- ◆ Positive self-esteem;
- ◆ Satisfaction with the performance of professional tasks;
- ◆ Responsibility for implementation of norms and rules of professional activity;
- ◆ Adoption of norms and values specific to the professional community.

Table 1: Program of organizational and methodological measures to ensure professional self-development of teachers (fragment)

<i>Organizational and methodological conditions for supporting self-development of teachers</i>	<i>Type and theme of events</i> Professional Competition: "Teacher of the Year 2019"	<i>Types of activities of teachers</i>	<i>Expected outcomes of the development of internal motives</i>
<ol style="list-style-type: none"> 1. Teacher's inclusion in event communities in which not only professional but also spiritual development takes place 2. Promoting teacher's professional identity in the process of adoption and development of professional values 3. Improving management mechanisms aimed at motivating teacher's professional growth 	<ol style="list-style-type: none"> 1. Intra-school scientific-practical conference: "First Steps in Science." 2. The cycle of subject weeks, pedagogical councils and seminars "100 Methodical Days." Internships for teachers and school principals of the Republic of Tatarstan: 1. "Assessment of the formation of meta-subject and subject competences based on museum pedagogy." 2. "Education Quality Assessment System." 	<ul style="list-style-type: none"> - Working in a creative support group of contestants;- Visiting creative workshops;- Mentoring (work of experienced teachers with competitors)- Working in the jury of the competition;- Participating in the grand opening of the competition - Application of research skills;- The motivation of students for research work;- Creation of an electronic portfolio of professional achievements;- Participation in competitions between thematic posters and newspapers - Generalization of managerial experience;- Mastery of the system of activities in these areas 	<ul style="list-style-type: none"> - Desire to generalize experience and apply it creatively;- Deepening knowledge on the subject and the need for further self-education;- Worrying about their contribution to the success of contestants;- Desire to share their pedagogical experience;- Need for further participation in such events - Positive self-esteem;- Satisfaction with the performance of professional tasks;- Responsibility for implementation of norms and rules of professional activity;- Adoption of norms and values specific to the professional community - Desire to improve professionalism;- Desire to master modern approaches and technologies for managing ed

3. The cycle of subject weeks as well as pedagogical councils and seminars "100 Methodical Days."
4. Improving management mechanisms aimed at motivating teachers' professional growth

Internships for Teachers and School Principals of the Republic of Tatarstan

1. "Assessment of the formation of meta-subject and subject competences based on museum pedagogy."
2. "Education Quality Assessment System."
 - ◆ Generalization of managerial experience;
 - ◆ Mastery of the system of activities in these areas;

- ◆ Desire to improve professionalism;
- ◆ Desire to master modern approaches and technologies for managing educational activities;
- ◆ Desire to organize professional activities on a scientific basis.

The control stage of the experiment was in re-testing teachers using the above-mentioned methodology, "Motivation of professional activity."

The following results were thus obtained. The number of teachers with a predominance of internal motivation for professional activity increased to 78.3 percent of the total number of participants in the experiment, but the number of teachers with a predominance of external positive motivation did not change and remained at the level of 17.4 percent. One teacher received

the highest numerical value of external negative motivation.

As stated by Potashnik et al. (2008), the process of professional self-development is due to the interacting influence of both external and internal motivation. Moreover, external motivation often plays a decisive and stimulating role.

According to other scientists, external motivation does not contribute to the professional development of teachers but turns their work into an activity that is provoked from the outside under a certain external pressure (Korovina 1999). The result is a professional deformation of a teacher's personality. In this regard, it is the internal type of motivation associated with self-affirmation of oneself as a professional that activates personal and professional development (Kryakhtunov 2005).

Accordingly, this point of view is supported in which the need for self-development is determined by teachers' internal motivation. However, only special organizational and methodological working conditions will contribute to the development of teachers' internal motivation and their professional growth. The level and intensity of participation in professional development vary considerably among countries. Nearly nine in ten teachers take part in some sort of activity, but since the definition of professional development is broadly drawn, the fact that in some countries up to one in four teachers receive none is a source of concern, even if not all teachers engage in more organized types of activities, it is reassuring that virtually all engage in informal dialogue with others to improve their teaching and that the vast majority read professional literature. However, some of the more collaborative forms of development are more evident in some countries than in others.

As it mentioned in Objectives section, the aim of the present study was to determine conditions for intra-school support of the professional activities of teachers, which would have an impact on the process of their self-development.

It was assumed that factors determining self-development were internal motives understood as the focus of teachers on the process and the result of their activities. Relying on modern studies, the authors chose the following conditions; engaging teachers in event communities, promoting their professional identity, and improv-

ing management mechanisms. In accordance with the conditions, specific activities and types of activities of teachers were also identified, as well as the alleged internal motives for their development. On this basis, a special program was developed and implemented.

CONCLUSION

The obtained data can help managers and teachers to solve the problem of supporting their professional self-development by creating effective conditions that contribute to the activation of internal motives of teaching activity. The analysis of the disparity in the take-up of professional development within countries can be more closely focused by examining participation with respect to the characteristics of teachers and the schools in which they work. The comparisons here are based on the average days of professional development among teachers with some professional development in the survey period, so they are not of teachers who had no professional development during this period. The teacher and the school characteristics were chosen for the comparisons are those which are generally of the most policy interest to participating countries.

RECOMMENDATIONS

It was recommended to have a case study to evaluate the results of the current study. Also, it was suggested to consider other factors which affect the study.

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