TARGETED GUIDELINES OF PERSONAL AND PROFESSIONAL SELF-DEVELOPMENT OF TEACHERS: IMPLEMENTATION OF THE EXPERIMENTAL PROGRAM

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Abstract: The publication explores the features of the self-development process, which is presented as a person's desire to identify, realize and improve their personal qualities. This process is considered as formation and integration in the pedagogical activity of personal, professional qualities and abilities, methodological, methodical, research knowledge and skills; as an active qualitative transformation of the teacher of his inner world. It is proved that postgraduate pedagogical education can effectively solve the problem of stimulating and forming teachers' positive motivation for continuous professional self-improvement, especially under the condition of building a postgraduate pedagogical process based on spiritual interaction and intellectual co-creation.

Keywords: Personal and Professional Self-Development, Teachers, Experimental Program, Stimulation, Motivation.

1 Introduction

Professional self-development of a modern teacher appears as a process of active creation of a developing personality, life relations, and determination with their help of their "professional living space", creation of conditions and prospects for its further improvement. A teacher who is constantly self-developing, consciously forms a promising strategy of his professional life, where the decisive is the change in the motivational sphere of the individual, in which the universal human values begin to be reflected more than before; increasing the ability at the level of intelligence to plan. Such a pedagogue constantly reflexes, selectively relates to professional values and their systems, to their behaviour and actions that determine its maturity and individual self-improvement.

We came to this conclusion by studying the creative heritage of the classics of psychological and pedagogical science, as well as the work of the most famous modern scientists. Researchers of the problems of professionalism of the teacher are more likely to associate a new vision of such a pedagogical phenomenon as professional self-improvement with professional self-development. The problem of self-development of the individual found was covered in the works of domestic (Bekh, 1999; Kremen', 2013; Podofiei, 2017; Tsvetkova, G. 2018; Sushchenko, Gladysh, et al, 2020) and foreign (Rogers, Lyon, Tausch, 2013) researchers.

In the history of philosophy, the principle of self-motion was first discovered by the ancient Greek philosophers Heraclitus, Aristotle. Later, G. Leibniz revealed in the corporal substance an action-oriented basis. Further, the doctrine of self-motion developed Holbach, Helvetius, G. Hegel, Diderot and others. G. Hegel developed a detailed concept of self-motion and its modus (Hegel, 1999). Philosophers interpret self-development as a development, the cause of which is contained in the very thing or the developing system. This concept is also equated with the concept of self-motion, since they equally reflect the general causes of development and change in the processes of nature, society and thinking. It is also indicated the difference between the concepts of "self-development" and "self-growth"– it is the same as between the concepts of motion and development.

On the ways of their development man thought since ancient times. The problems of cognition, self-realization and self-improvement of personality on the basis of self-knowledge and self-determination interested many philosophers of antiquity: Aristotle, Hermogene, Democrite, Epicurus, Cratil, Pythagorus, Socrates, etc. The age of antiquity gave us a philosophical understanding of cognitive processes, emphasizing human activity in knowing the truth, indicated ways of development of the human personality, in particular: self-improvement of the individual through self-knowledge, a dialogue method of cognition and especially self-knowledge, orientated to creativity as an organic need of man, showed ways to overcome contradictions through dialogue culture.

Important components of professional self-development of the individual are the skills of self-education, reflexive thinking, and participation in the dialogue of cultures, possession of a microdialogue or internal dialogue, the pursuit to their own life. Thus, by systematizing structural and functional components, it is possible to determine the professional self-development of the individual as a motivated conscious individual, reflected on the basis of self-knowledge, self-determination, self-control, self-education, constant strenuous human activity, aimed at self-improvement of their natural and spiritual qualities, development of creative personal potential, dialogue-divergent thinking, modelling of one's own life in the context of culture and social development, self-realization of creative abilities in the process of life creating (Bekh, 1999).

Achieving professional and personal excellence continues throughout the pedagogical career, and sometimes the whole life of the teacher. And it is clear that under such conditions this process cannot be fully ensured only, so to speak, by official institutional means of education, to which the system of postgraduate education belongs. Only conscious self-educational activity of a specialist, internal factors of personality development are able to realize not only the continuity of education of the teacher, but also its infinity, in a certain sense. This applies not only to the volume of what is being studied. Educational interests, needs, requests of teachers are so individual, and therefore diverse, that it is fully impossible to satisfy them through the efforts of one or more postgraduate educational institutions, even with a large number of programs offered for the choice of curricula (Tsvetkova, 2018). Self-education makes education limitless in the full sense - in terms of its duration, and in terms of its volume, and in terms of its depth.

So, according to the theory of a group of researchers (Zhilgildinova, M., Abibulayeva, A., Aituarova, A. (2019)), competence of self-development is the awareness of the value and meaning in the manifestations of purposeful independent activity aimed at the acquisition of individual inherent professional qualities in the process of certain activities. According to the authors, the presence of these types of competency of self-development is mandatory for any teacher, however, the degree of their development depends largely on the awareness of the importance of their presence in the individual, i.e. as we said earlier, the process of self-development depends on the awareness of the individual values and the meaning of active independent search. Competencies of self-development is an awareness of value and meaning in the expressing of purposeful self-directed activity, aimed at the acquisition of individually inherent professional qualities by an individual, in the course of a certain activity.

Professional and personal self-development of the future specialist must be activated and corrected in the educational process. There are the following factors for activating the professional and personal self-development of the future specialist: the student's conviction in importance of professional and personal self-development; his ability for creative perception, understanding and transformation of the reality and himself in it; orientation of the educational process of the university toward the professional and personal self-development of the student (Soleimani et al, 2014).

Then, integral to identity construction at the nexus of individual and social, self-development occurs when TEs, cognizant of the

available resources and potential challenges, make choices to lead their own professional learning and practices and implement innovative activities that substantiate their aspired identities (Martel, 2018).

Self-study also affords TEs the discursive space to engage in disciplined and inquiry-based reflection on their identities and practices (Izadinia, 2014) and, thereby, model engagement with reflective teaching and practitioner research for their TCs (Peercy & Sharkey, 2018).

Thus, Gurevych, R., Frytsiuk, V., Dmytrenko, N. (2019) believe that the prospective teachers' readiness for continuous professional self-development is considered to be a student's ability to carry out purposeful reflection related to the design and implementation of qualitative changes of his/her identity and using personal subjective experience in the field of professional self-determination and self-realization based on perceived self-regulation of educational and professional activities.

So, we are talking about the focus on "lifelong education", on professional and personal self-development, where the teacher is able to be the subject of organizing their own fulfilling life.

2 Methodology

It should be noted that stimulating ways in the conditions of course training contributed to professional self-growth and created a positive motivational basis, thanks to which the teacher could improve the content of his own professional orientation and professionalism under the guidance of teachers. This was facilitated by the guarantee of freedom of creativity in the process of organization of training, scientific professional discussions, exchange of views, information support of research and pedagogical activities, pedagogical support for professional growth, etc.

But in the future, the productivity and continuity of professional self-improvement, which took place during the course preparation, depends on whether teachers who have begun active work on professional self-improvement in advanced training courses, will receive pedagogical support at school directly in the work place.

Based on the principle of continuity and consistency, which was laid down by our research program, the purpose of working out the technology of effective influence of the school to stimulate professional self-improvement of teachers who, according to our model, passed course training, was organized purposeful work, which was to continue this process, but already in the work place of the teacher.

The content of this work included:

- the use of internal and external incentives in the recognition of professional self-improvement of teachers;
- reorientation of the methodical work of the school to stimulate the professional self-development of teachers;
- providing practical assistance to teachers in implementing creative and innovative approaches to the organization of the pedagogical process;
- introduction of problematic laboratories and club activities in order to involve teachers in research work at the school.

We proceeded from the assumption that the process of stimulating the professional self-development of teachers in the school was solved in pedagogy in different ways, but mainly scientists who recognized the internal potential of the individual as a very important and priority role, did not ignore the stimuli of the external environment, which were based on the interaction of the individual with the outside world and the proper use of external incentives.

According to the hypothesis, promoting the improvement of pedagogical skills, awakening the need for self-actualization, self-affirmation and life creating, the desire to create one's personality is possible if positive motivation is maintained and the purposeful stimulation of professional self-improvement directly in the workplace is possible – in the school itself.

Stimulation of professional self-improvement of pedagogical staff traditionally has two directions: professional development and scientific and methodological work. Such concepts as "course retraining" (period of course training) and "inter-course period" (5-year prolonged retraining of teachers) are quite common. There is a noticeable disparity which is easy to see: courses last several weeks, and the inter-course period – five years. It is clear that the time of reforms requires not only more intensive use of opportunities for advanced training courses, but also purposeful activation and stimulation of professional self-development of the teacher during the 5-year prolonged retraining.

There are a number of factors which normally arise and that could not be ignored. The self-development of teachers is an organic component of continuous pedagogical education, although rather specific. Professional self-improvement is a continuous process that develops dialectically, then its purpose and ideas about the ideal are also constantly changing, and the requirements for it are constantly growing. In practice, this can be traced in the fact that the purpose of self-development, in fact, is unattainable, it is constantly changing. Consequently, the boundaries of personality development do not exist.

In our opinion, the positive stimulation of professional self-improvement of teachers in the postgraduate period should also change, which requires the development and implementation of innovative effective forms and methods to stimulate the professional growth of teachers in the inter-course period.

Traditionally, the central link of professional improvement of teachers in the postgraduate period was and remains methodical work in the school. That is what was supposed in this regard to make a holistic system of actions and measures aimed at improving the skills and professional skills of each pedagogical worker, to develop the creative potential of pedagogical teams of educational institutions, to become a leading condition for achieving positive results of the school educational process.

Recently, we have been engaged in the study of the organization of methodological work with teachers (Sushchenko, Gladysh, et al, 2020). All of them put a personal-oriented approach to increasing the competence of teachers by involving them in innovative activities as the basis for the organization of methodological work, the formation of an informed understanding of the need to increase the professional level by each teacher separately.

As noted in the recommendations of researchers, the main task of methodological work is to create organizational conditions for continuous improvement of professional education and qualifications of pedagogical workers.

The analysis of the functioning of the management of the system of scientific and methodological work of pedagogical staff in all aspects makes it possible to distinguish the following main functions traditionally inherent in it such as: planning, organization, diagnostic, prognostic, modelling, compensatory, restorative, corrective, coordinating, propaganda and control-informational. It should be noted that these basic functions of the system complement each other. The existence of close interdependences between them is manifested in the fact that the quality of the execution of one function affects the success of the implementation of others.

Thus, it is advisable to direct scientific and methodological work to the formation of the main and subject competencies of the teacher and to increase the general competence, which is a set of key competences, an integrated characteristic of a person. The technology of organizing scientific and methodological work, from the point of view of a competent approach, involves not the regulation of the teacher's activities, not strict care and dictates,

but stimulation to professional self-improvement, the formation of the need for it, the mastery of means of interaction and comprehensive stimulation of activity and independence. The result of this approach to the organization of scientific and methodological work in the school is that the main thing for the teacher is his individually unique creative potential, his individually philosophical doctrine, his unlimited aspiration to the implementation of his own pedagogical worldview.

Stating the objective need for all the above-named forms of work to stimulate the professional self-development of the teacher, it should be emphasized that the self-educational activity of the teacher requires global transformations. A master teacher – integral personality, which is in harmony with spiritual culture, has a powerful theoretical basis for the implementation of pedagogical activities in school. Such a teacher knows and realizes his/her own capabilities, implements them for the benefit of himself and society, strives for self-development, self-improvement, understands the meaning of life, happiness, beauty, love, humanely treats his relatives, friends, people around him.

So, in accordance with the above-mentioned information, the modern school is designed to create such a professional and educational environment in which it would be profitable and psychologically comfortable for the teacher to optimally disclose and use their creative capabilities and projects, without waiting for them to be approved somewhere, planned, corrected, allowed, etc.

Therefore, in order to support and gain teachers' experience of innovative pedagogical activity in a reflexive environment, a problematic laboratory of pedagogical skills was introduced in our experiment, which began its work in 2018 on the basis of the educational complex “Mriya” (Zaporizhzhia, Ukraine), headed by the staff of the Department of Social Pedagogy of Zaporizhzhia National University (Zaporizhzhia, Ukraine). Its purpose: the implementation of a new educational paradigm is the continuous development and self-development of professional skills of teachers in individual programs, taking into account the specific society, the nature of the interaction of the subjects of the pedagogical process, the peculiarities of the dynamics of this development, the nature of the teacher, his creative capabilities.

For the practical implementation of this scientific idea, the “School of Pedagogical Skills” was opened on the basis of the laboratory, which was to unite the efforts of the staff of the Department of Pedagogical Skills and teachers of four more experimental schools in solving the problems of scientific and methodological support of innovative activities of pedagogical workers in the subjective-subjective reflexive environment.

The program “School of Pedagogical Skills” in each particular institution had a peculiar content, but its mandatory components were: the search for optimal forms of transformation of scientific ideas and promising pedagogical experience in the practice of the school; external and internal stimulation of professional self-improvement of teachers.

At “School of Pedagogical Skills” lecturers and teachers determined the criteria for evaluating of promising innovative experience, the non-standard and creativity of teachers, their ability to build up their potential, discussed the results of applicants' speeches at school, district, city and regional competitions “Teacher of the Year”. It was implemented the technology of creative reports of teachers, a model for the protection of pedagogical ideas; conducted a business game “Protection of author's innovations”; implemented acmeological cards of development and self-development of professional skills of teachers.

On the basis of the established experimental laboratory with the aim of orientating teachers towards “lifelong education” and for professional and personal self-development, the following classes of “School of Pedagogical Skills” were organized at the educational complex “Mriya”: weekly consultations (on request of teachers); seminars for teachers of new type schools; a workshop “Improving the professional skills of teachers”; a master class for foreign language teachers; a workshop “Scientific and methodological service of modern school”; a seminar “Traditional and non-traditional forms of work with parents”; a workshop for teachers “Promoting adaptation of six-year-old first-graders”; a workshop “Psycho-preservation of teachers and students in the modern educational process”.

On the results of these classes, meaningful changes were made to the psychological and pedagogical support of the innovative activities of the educational institution. There have been introduced: a model of professional competence of a humanist teacher; a system of ascertained and project diagnostics of the child's personality for differentiation and individualization of educational process; a model of educational environment outside of regulated training sessions.

Thus, an extensive system has been created for the most active professional and creative self-expressing of teachers, where a high level of social and psychological competence and professionalism is required, which includes a humanistic orientation, impeccable professionally necessary knowledge, pedagogical abilities, a high level of responsibility for personal and professional excellence.

In an attempt to keep teachers’ interest in professional self-development at a high level, we deliberately used a number of measures for nine months.

For example, at the stage of formation of the “School of Pedagogical Skills” to create a climate of spiritual interaction in the team and stimulate the creation of special attractive teacher’s behaviour, the People's Artist of Ukraine O. Gapon was invited to classes. This artist made an invaluable contribution to the spiritual treasury of each teacher. Communicating with O. Gapon, teachers were fond of the atmosphere of creative relaxedness and psychological comfort, they changed their style of communication in the lesson. In general, the possibilities of theatrical pedagogy still require additional research, especially in the field of practical interaction of institutions, art with educational institutions, the expediency of which are supposedly not denied in any educational system, but in real life are limited by traditional approaches.

Therefore, our approach to stimulating professional self-improvement in the conditions of intra-school communication was permeated by the idea that all pedagogical activities are a constant experiment. Despite the possibility of a technological approach to their profession, according to which it is considered possible to achieve predictable success, the work and life of the teacher is a long-term search for their own technologies and, above all, work above itself, in which it little can be fixed. This vision of teacher's work additionally prompted teachers to reflect and determine confidence in their abilities. Teachers were taught to believe and hope for themselves, overcoming social adversity and genetic predeterminations, because success in many cases where the human factor operates depends on unwavering self-belief.

According to our opinion, in the near future permanence in the knowledge acquisition and its synthesis with pedagogical activity – these two processes will merge into one, since it will become impossible to keep the level of professional skills without constant information and sense filling. The short-term internship of teachers outside the school disappears and is losing ground to the combination of postgraduate education in educational institutions, to the education obtained in our case at the “School of Pedagogical Skills”.

The prospects for continuous professional improvement of teachers in the performance of their professional duties, in our opinion, have increased significantly, and this is confirmed by the results of our experiment.

We offered teachers to keep a diary of professional and personal achievements in order to eliminate negative traits and shortcomings in working on themselves. Attention was paid to the fact that the diary has a certain structure: the results of self-diagnostics, professional ideal, own image, development ideas, prospects, issues, self-development program, ways of its implementation, sources used. Teachers had the opportunity to change this structure, provided that they explained and substantiated their choice of sections.

Here are some statements from the diaries of teachers of the experimental group: “At the School of Pedagogical Skills, I want to master the art of being a true master of my craft”; “... I want to learn to perceive myself and others as we are”; “... to learn my capabilities and to reveal my potential”; “... I want to be able to manage my negative emotions”; “... I want to become an example for someone”; “... I want to be able to realize my personal and professional opportunities for the benefit of the child”.

According to our recommendations, teachers in diaries not only outlined in detail the problem and ways to solve it, but also described their own feelings, reasoning, thoughts. For some teachers, this was the first real acquaintance with themselves. Teachers were asked to highlight the results of the system of collective mini-research, which aimed to identify the most positive features of a fellow teacher, to share impressions of interesting events in their own life. At the end of experimental training, we offered teachers to reread their diaries, to rethink their own experiences and provide reasonable proposals for enriching the course with concepts, topics of consultations. Summing up, it should be noted that keeping a diary of professional and personal achievements contributed to the development of teachers’ ability to self-justify, self-observation, self-knowledge and self-report.

According to the hypothesis, one of the conditions for successful professional self-improvement is the development and defense of an individual teacher’s program for professional self-improvement, designed for five years, that is, for the period of 5 years of prolonged inter-course training, based on recommendations developed by the authors of the study. We believe that effective professional self-improvement of teachers is possible if they are ready to work on themselves while working at school and identify their creativity in development of their own self-development programs.

We give the content and structure of the program of self-improvement of the teacher.

1. The first part of the program indicates the results of self-diagnostics and specific development goals (for each academic year). Teachers developed and filled out: “Teacher’s personality card”, “Teacher’s work plan”, “Special tasks and exercises”. The choice of tasks, the preparation of the content of an individual self-development program by each teacher is carried out under the guidance of the administration. When approving the program during the course preparation period, the curator evaluated the program in view of a holistic approach: whether all parts, elements of professional development are provided, whether the tasks for the development of psychological, professional and personal properties, etc. are set. The system of tasks is compiled by each department participating in the program. The tasks focus on the formation (development) of professional skills, professionally significant properties and qualities of the teacher. Each teacher, according to the results of self-diagnostics, his/her own inclinations and interests, has his/her own set of tasks, for which at the end of each stage of self-improvement will report on pedagogical councils, at “School of Pedagogical Skills”, at meetings of the Young Teacher Club, mentoring school, etc.
2. The program provides for scientific support (consultations with scientists, problematic seminars, trainings, press conferences of scientists, master classes), necessary to assist in the activation of theoretical foundations and the implementation of tasks. Consultations with teachers should be aimed not only at helping to develop tasks and solve them correctly, but also to stimulate the teacher to improve their professional level in the system. This stimulation should be manifested in the participation of teachers in scientific and practical conferences, generalization of their own experience, weekly visits to libraries, participation in prestigious competitions, admission to postgraduate studies, writing scientific articles in professional publications, etc.
3. The results of the teacher's self-development are evaluated according to the above indicators. For self-esteem of the level of self-development, professional and personal qualities, skills of the administration, it is advisable to offer appropriate tests.
4. At the end of each stage of self-improvement, it is necessary to provide for self-diagnostics of professional and personal development and determination of positive changes – self-assessment by the teacher and assessment by the administration of the results of the implementation of the individual program. Each teacher develops and fills in the section of the individual program “Final results according to the indicators”, which were collectively and individually accepted by the individual.

So, professional self-improvement requires teachers, first of all, to clearly plan their own work on themselves, in particular, the ability to plan their own actions, predict the correctness of their results, clearly regulate the implementation of tasks, apply knowledge and skills in a new situation, discuss problems, choose the most irrational way to master the necessary knowledge, critically analyze their own knowledge and abilities. But this painstaking work of a teacher to improve his personality requires motivation and encouragement. Therefore, we tried to consider and summarize external and internal stimuli (Table 1).

Thus, we saw the essence of the approach to the implementation of the proposed model in purposeful stimulation of professional self-growth of teachers, focusing on such means of stimulation as recognition of the teacher's success in self-improvement and awareness of professional self-development as a conscious targeted process. To this end, based on the concept of research, we used the award as one of the ways to recognize their skills and encourage further self-improvement. There is no doubt about the importance of extending the recognition and rewarding of the best teachers. In our opinion, all this should be reflected in government documents, which state that it is necessary to hold discussions and consultations with funding bodies and employers at the national and local levels on the recognition and awarding of the best specialists in the field of education in the cities.

The process of recognition and awarding should cover those categories of teachers who: consistently and continuously improve the content and means of their professional activities; gravitate towards independent work on themselves; work in self-learning domination mode; direct themselves to the result and its achievements; are responsible for the level of their own competence; choose the best educational technologies; develop individual programs of professional self-improvement; are engaged in research work; publish articles in professional journals; participate in seminars, scientific and practical conferences; is a model of high spiritual and pedagogical culture.

The master teacher is an integral, harmoniously developed personality, which has a powerful theoretical basis for the implementation of pedagogical activities in the school. He has an innate ability and the need for self-study throughout his life, using the most of all his reserves, feelings and creative potential for the sake of creating a social good and a worthy future of his own.

Table 1: External and internal stimulation of professional and personal growth of teachers

Period	Stimulus	
	External	**Internal**
COURSE	- letters of gratitude, telegrams to the address of educational institutions with a request to note and financially encourage teachers for the successful completion of advanced training courses; - proposals for additional vacation during the holiday period; - proposals to lead a creative group, a school of young teacher or advanced pedagogical experience; - to appoint a consultant during the course preparation on the issues outlined; - invitation to participate in conferences, discussions, pedagogical readings; - providing recommendations for master's degree, postgraduate study	- professional interests, aspirations, guidelines, beliefs, means of promotion of service stages, worldview of the teacher, his idea of himself, attitude to the profession, society, the world around him; - satisfaction of individual needs, life ideals and samples; - creative motives: focus on finding new, previously unseen ways of transformation, improving the surrounding reality, acquiring personal and professional excellence
INTERCOURSE	- the financial situation of the educational institution as a whole (creation of proper working conditions: up-to-date equipped classrooms, teacher's access to the sources of the necessary information - computer, copying equipment, the Internet, a library, which is provided with scientific and methodological literature, professional periodicals, scientific collections); - provision of benefits for education workers (allowances, surcharges, scholarships, nominal bonuses, additional vacations, funds for rehabilitation and excursion support, solving housing problems); - material incentives of the teacher (decent wages, bonuses, material payments to those teachers who are engaged in self-development, make individual programs of self-improvement and work for them); - participation in pedagogical competitions “Teacher of the Year”, “Young Teacher”, “Teacher-Organizer of the Year”, “Head of School Club of the Year”, “Personal oriented lesson”, etc.	- incentives of self-education activity - gnostic needs (knowledge) and positive social needs (the desire to benefit society, the desire for socially valuable achievements); - personal incentives (values) – cognitive and motives of self-improvement, related to obligations to themselves – self-education, self-affirmation, self-expression, self-recovery, self-development; - competitive motive – the desire of the teacher to hold authority in the collective

Therefore, it was necessary to develop a number of recommendations for the recognition and awarding of teachers, in particular, the following:

- it is necessary to develop a scientific approach to the recognition of the professional skills of the teacher;
- significance of the teacher’s activities should increase due to professional self-development;
- recognition and awarding of teachers should be based on equal access and opportunities for all teachers;
- it is necessary to develop a national scheme for the recognition and awarding of teachers, clearly defining the main parameters;
- any monetary reward should not exclude existing allowances;
- the process of determining the winners should be transparent; it makes sense to involve teachers themselves;
- when recognizing and evaluating the activities of teachers should use such a criterion as mutual evaluation;
- any recognition and awarding should contribute to both individual and group (team) activities;
- the very concept of “professional self-improvement” should be the basis of the schemes of recognition of the best teachers.

Summing up all of the above, it can be stated that in this case the prompting effect of recognizing mastery is real. The teacher, who was “noticed”, changes the mood, rhythm and style of life, relations with the world around him, there is a revision of values, there is pleasure from work, and most importantly - the desire to increase their success. Such forms of external stimulation (recognition of the mastery of the teacher) give the teacher self-confidence, a sense of benefit (usefulness) from successful professional self-improvement, affects some vital activity.

The development of a pedagogical system that provides support for personal and professional self-realization of the teacher requires taking into account subjective and objective conditions, which are simultaneously relatively independent elements of the process of self-improvement that interact.

A review of case files, related to the awarding and recognition of the success of teachers, showed that by joint efforts of committees and councils of territorial organizations, the industry trade union together with offices, departments of education, and heads of educational institutions recently managed to achieve some in the allocation of funds for material incentives of teachers. An effective form of encouraging teachers working in an innovative mode is the All-Ukrainian Competition “Teacher of the Year”.

The annual Teacher of the Year competition is always the rise of new pedagogical thinking, an indicator of the growth of pedagogical skills, a vivid demonstration of the teacher’s capabilities, the rise of the teacher’s role in society and the increase in the prestige of this profession; attracting the attention of the public, authorities to the problems of education; promoting creative pedagogical search, improving the professional skills of the teacher; dissemination of advanced pedagogical experience; ensuring independent expert evaluation of pedagogical activity.

The winners and laureates of the All-Ukrainian competition should be awarded such an honorary title as “Honoured Teacher of Ukraine”, awarded with diplomas of the Verkhovna Rada of Ukraine (the Supreme Council of Ukraine) and the Cabinet of Ministers of Ukraine, signs “Excellent in Education of Ukraine”, Diplomas of the Ministry of Education and Science of Ukraine. Some laureates of the “Teacher of the Year” competition are awarded the title of “teacher-methodist” with the simultaneous release of them from the next certification. In our opinion, such incentives for teachers to professional self-development should be approved by education departments at the level of the city authorities.

To expand the categories of participants in professional competitions and stimulate further self-improvement, we propose to launch competitions “Paragon of modern pedagogy”, “Teacher of the Year”, “Class Teacher of the Year”, “Deputy Director of the Year”, “Teacher-Organizer of the Year”, “Head of the School Club of the Year”. Competitions will contribute to achieving a similar goal, attracting novelty and the most diverse variety of activities: “Fair of professional expectations”, “Festival of pedagogical ideas”, “Olympiad of innovations”, “Extravaganza of professional skills”, etc. Such events will serve as an incentive and give the teacher the ability to organize his life as a space of continuous professional, intellectual and general self-improvement, the construction of the pedagogical process and self-education activities as an exciting search for the truth.

We believe that the incentive for high-quality, effective work of teachers will be the annual competition "The best pedagogical worker of the city", which will be accompanied by a monthly allowance of 50% of the official salary rate during the year. It is advisable to introduce an incentive award – breastplate "Excellent in Zaporizhzhia Education". A pedagogue, who is awarded by this badge, should be paid a monetary award in the amount of two official salaries, attracting the attention of television and the press. This type of stimulation will encourage even the most passive teacher, give impetus to the use of reserve personal opportunities, change his rhythm and lifestyle radically, and add confidence in his/her own strength.

Such competitions as "Pedagogical Excellence", "Pedagogical Skills", "Gold Fund of Pedagogy", "Creative Search", "Implementer of Pedagogical Innovations", "Pedagogical Luminary", "Generator of Educational Ideas" give a perspective in stimulating professional self-development. Also, these competitions guarantee teachers not only recognition of their skills, but also material one-time payments.

Our observations have shown that such professional competitions not only stimulate and cause interest among teachers, they help teachers to discover potential creative opportunities on the basis of introspection, self-knowledge, taking into account the strengths and weaknesses of their own activities, to organize their own knowledge, develop the ability to develop and implement individual programs of professional self-improvement in pedagogical activities, to represent, justify, protect and improve the results obtained in the process of self-education.

Significant additional material support for educators was provided in local budgets funds for rehabilitation and excursion support for the employees themselves and their children, as well as reducing the cost of their sanatorium-and-spa treatment. Thus, in Zhytomyr city, conditions were created for free use of sports simulators and computers of the Internet Club on the basis of the centre of creativity of children and youth. The analysis of materials and documents shows that, despite the lack of funds, educators are nevertheless provided with certain benefits and material incentives that play a significant role in the process of stimulating the professional self-improvement of the teacher.

We believe that such types of material incentives can be especially influential impetus, which involve the development, justification and implementation of individual professional self-improvement programs in the period of 5 years of prolonged training. Such teachers will receive additional payments of 15 to 30 percent of the salary rate every month and will be given the opportunity to participate in an unscheduled certification. In our opinion, such effective types and ways of stimulating teachers are a starting mechanism for the transition of the teacher to a new stage of his own professional and personal development.

Determination of the effectiveness of experimental work on the formation of positive motivation for continuous professional self-improvement of teachers was carried out on the basis of the results obtained after re-diagnosis of professional and personal growth of teachers. The purpose of the control cut was to identify qualitative changes in the level differentiation of professional growth of teachers due to positive changes in accordance with the criteria and indicators of professional self-improvement.

The objectivity of the data of the forming experiment was ensured by the optimal ratio of the number of participants in experimental training, the criteria for the effectiveness of the experiment and mathematical statistics for quantitative and qualitative analysis of the obtained data.

Indicators of the effectiveness of the experimental factor were the criteria for the effectiveness of the process of stimulating professional self-improvement of teachers:

- motivational (a place of value of professional self-improvement in the general hierarchy of values, the desire to engage in self-improvement, enjoyment of this process, awareness of the great distance between "I-real" and "I-ideal", interest in the pedagogical profession, desire to engage in solving pedagogical problems, solving problematic situations, the desire to become a master teacher, the harmony of external and internal motivation of professional self-improvement: "I must" and "I want" to improve my own personality, duration and independence from obstacles to the manifestation of the motives of professional self-improvement);
- cognitively-active (the availability of knowledge about the essence, content, signs, components, mechanisms, stages of professional self-improvement, independent search for information on ways of self-improvement of the teacher, awareness in a wide range of psychological issues that reveal the essence and patterns of mental development of the individual, its leading factors, conditions and mechanisms, manifestation of non-stimulated activity in the process of professional self-improvement, regularity of activity in the process of professional and personal growth, internal independence from external management, the need only for advisory assistance in the matter of self-improvement);
- reflexively-evaluative (the ability to successfully implement all the necessary actions in the field of self-improvement at the highest level of expediency and productivity, which determine the functional maturity of the process of self-improvement, the presence of various abilities and skills related to all leading forms, methods and techniques of the teacher's work on himself and ensure the operational multiplicity of the process of self-improvement, achieving the desired professional and personal changes and acquiring a new quality of life).

It should be noted that throughout the experiment, the experimental group membership was fully preserved, which made it possible to obtain reliable data at all stages of our study on the effectiveness of ensuring the stimulation model that was substantiated in our research work.

To express the qualitative indicators of work on the formation of positive motivation to the continuous professional self-improvement of teachers, we applied a qualimetric approach.

Determination of the significance of each criterion was carried out by the method of expert evaluations. 24 qualified experts were involved in the group expert evaluation, for which conditions for individual work were created. According to each criterion, experts gave a score, after which statistical processing of the results was carried out. The cycle ended with the re-presentation of questionnaires to experts for final approval of the results of processing. The cycle of expertise was repeated three times (the selection of experts was held in accordance with certain criteria: teachers who work creatively have work experience of at least 10 years and the qualification category is not lower than the first, as well as awards, nominal awards, scholarships, diplomas).

As you can see from Table 2, according to the first criterion, 9 experts put up 1 score, 10 experts – 2 scores, 5 experts – 3 scores. We calculate the total number of scores for the first criterion:

$$1\times9+2\times10+3\times5=44 \text{ scores.}$$

Similarly, we calculate the number of scores according to other criteria, and after that the total number of scores (139 scores). Determine the significance (V) of each criterion. To do this, the number of scores for each criterion will be divided by the total number of scores:

$$V_1 = \frac{44}{139} = 0,32 \quad ; \quad V_2 = \frac{55}{139} = 0,39 \quad ; \quad V_3 = \frac{40}{139} = 0,29 \quad .$$

Table 2: Determination of the criterion significance (V)

Criteria	1 score	2 scores	3 scores	Σ	*V*
Motivational	9	10	5	44	0,32
Cognitively-active	3	11	10	55	0,39
Reflexively-evaluative	12	8	4	40	0,29

In the process of stimulating professional self-improvement, we will especially emphasize the importance of an active subjective position, achieving success, meeting the needs for which the teacher accepts the intention to achieve, especially one that during self-improvement has become, albeit a dynamic, but sustainable personal formation.

In the process of the forming stage of the experiment, teachers chose such self-educational activities and so quickly and actively included in it, which caused them self-esteem for themselves during their success. Their expectations were complicated all the time and gained new momentum. The opposite was observed too. In cases of failure, having not done anything yet, teachers thought how to avoid solving a difficult situation. As Table 2 shows, the significance of each of the three defined criteria, according to experts, is approximately the same, with a slight advantage of the cognitively-active component (0.7 more compared to motivational, and 0.1 – compared to the reflexively-evaluative component). As for the significance of the indicators, the experts determined them equally valuable.

We found out the level indicators of positive motivation to the continuous professional self-improvement of teachers of control and experimental groups at the beginning and end of experimental work. In Table 3 summary indicators by components are presented.

Table 3: Combined level indicators of motivational, cognitively-active and reflexively-evaluative criteria

Criteria	Group	Level					
		high		average		low	
		at the beginning	at the end	at the beginning	at the end	at the beginning	at the end
Motivational	EG	12,6	38,7	29,8	45,3	57,6	16,0
	CG	9,04	9,87	29,12	30,08	61,84	60,05
Cognitively-active	EG	13,4	30,1	39,1	56,8	47,5	13,1
	CG	16,24	18,01	30,03	32,12	53,73	49,87
Reflexively-evaluative	EG	9,1	29,4	29,4	48,4	61,5	22,2
	CG	15,9	16,6	27,49	31,02	56,61	52,38

Using the significance coefficient of each criterion (motivational – 0.32; cognitively-active – 0.39; reflexively-evaluative – 0.29), as well as the totality of the manifestation of each criterion of the phenomenon under the study, we calculate the level of distribution of the positive motivation to continuous professional self-improvement of teachers.

To find out the percentages, the level indicator of each criterion separately for the experimental and control groups is multiplied by the significance coefficient of this criterion. The obtained data on the levels of positive motivation for continuous professional self-improvement of teachers (number as a percentage) of teachers of the experimental group at the beginning and end of experimental research activities are summarized in Table 4.

Table 4: Level characteristics of formation of positive motivation to continuous professional self-improvement of teachers of the experimental group (based on the forming experiment), %

Criteria	Level					
	high		average		low	
	at the beginning	at the end	at the beginning	at the end	at the beginning	at the end
Motivational	4,03	12,38	9,54	14,5	18,43	5,12
Cognitively-active	5,23	11,74	15,25	22,15	18,53	5,07
Reflexively-evaluative	2,64	8,53	8,53	14,04	17,84	6,44
Total	12	32,65	33,32	50,69	54,8	16,63

According to the results of quantitative data, we obtain that in mass pedagogical practice only a small part of teachers (12%) achieves a high level of positive motivation for continuous professional self-improvement.

As we can see from the above data, in the experimental group, where targeted work was carried out to form a positive motivation for continuous professional self-improvement of teachers, the indicators increased significantly – by 20.65% (high level) and 17.37% (average level), 16.63% of teachers remained at the low level (against 61.5% at the beginning of the forming stage of the study).

We believe that such an increase in the indicators of positive motivation formation to continuous professional self-improvement of the teacher testifies to the effectiveness of the organizational and pedagogical conditions we have determined to stimulate the professional self-improvement of teachers in the system of postgraduate education.

The teachers of the control group also demonstrated a certain increase in the high and average level of positive motivation formation for continuous professional self-improvement, but it turned out to be insignificant compared to the achievements of teachers of the experimental group: according to the motivational criterion – by 0.83% (high level), 0.96% (average level); by cognitively-active criterion – by 1.77% (high level), 2.09% (average level); by reflexively-evaluative criterion – by 0.7% (high level), 3.53% (average level). Such an increase is because of self-education activities, the desire for self-development of creative teachers, which, of course, were in the control group too.

Experimental data on the levels of positive motivation formation to continuous professional self-improvement (number as a percentage) of control group teachers (at the beginning and end) of the forming experiment are summarized in Table 5.

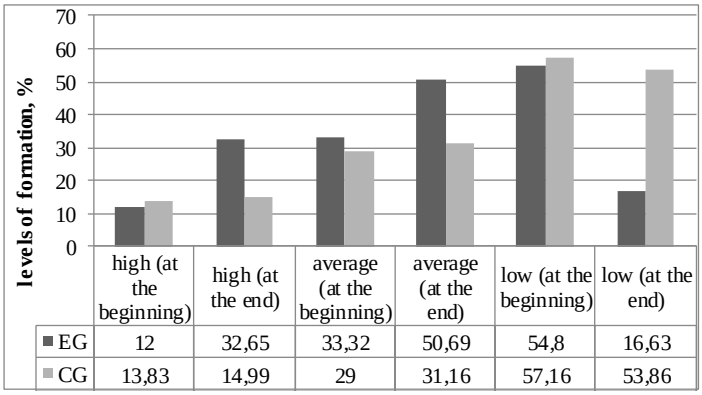
The low level of readiness of the specified category of teachers to form a positive motivation to continuous professional self-improvement is characterized by the lowest indicators of motivational and reflexively-evaluative criteria with a sufficiently high indicator of cognitively-active criterion.

Table 5: Level characteristics of the formation of positive motivation to continuous professional self-improvement of control group teachers (based on the forming experiment), %

Criteria	Level					
	high		average		low	
	at the beginning	at the end	at the beginning	at the end	at the beginning	at the end
Motivational	2,89	3,16	9,32	9,63	19,79	19,22
Cognitively-active	6,33	7,02	11,71	12,53	20,95	19,45
Reflexively-evaluative	4,61	4,81	7,97	9,0	16,42	15,19
Total	13,83	14,99	29,0	31,16	57,16	53,86

The results of the positive motivation formation for continuous professional self-improvement according to each of the defined criteria are clearly demonstrated by the diagram (Figure 1).

Figure 1: Dynamics of positive motivation formation to continuous professional self-improvement of teachers (averaged data at the stage of forming experiment) in the system of postgraduate education



The results of the forming experiment give reason to draw such conclusions. Firstly, it was determined that the most effective in stimulating professional self-improvement of teachers were: introduction into the educational process in the conditions of course preparation of theoretical and practical material with the use of personalized forms of teaching theoretical material (lectures, press conferences, discussions, lectures and dialogues, problematic lectures); innovative methods of learning (synectics method, specific situation, brainstorming, etc.); use of psychological and pedagogical trainings; involvement of teachers in the work of the "School of Pedagogical Skills"; conducting scientific-practical and theoretical conferences with the participation of prominent scientists, innovator teachers; development, substantiation and protection of vocational growth programs by teachers. Secondly, it has been substantiated and experimentally proved that the necessary organizational and pedagogical conditions for stimulating professional self-improvement of teachers are: program-targeted promoting of positive motivation; creation of a reflexive environment; gaining experience in innovative pedagogical activity; mastering the knowledge and skills of professional self-improvement; ensuring the continuity of professional self-improvement of the teacher in the intercourse period.

To verify the reliability of the results obtained during the forming experiment, and the hypotheses of the study, we conducted a statistical analysis, considering it appropriate to use one of the methods of checking statistical hypotheses – Student's t-test, which helped to find out whether the significant presence of the difference in the results of the experimental and control group is a direct consequence of the action of the experimental research system, and not the influence of random factors.
Student's t-test was determined by the formula:

$$t = \frac{M_1 - M_2}{S_{M_1 - M_2}}, \quad (1)$$

where: M1 – arithmetic average of the results of the experimental group; M2 – arithmetic average of control group results; SM1-M2 – standard arithmetic average difference error.

To simplify the calculations, we introduce a score assessment of the levels of formation of positive motivation to continuous professional self-improvement: high level – 5 scores, average – 4 scores, low – 3 scores. Statistical indicators on the results of the forming experiment are presented in Table 6. In each group at the beginning and end of experimental work there were 64 attendees, that is, N=N1=N2=64 people.

Table 6: Expert assessments

Levels	Experimental group *N*=64 attendees		Control group *N*=64 attendees	
	number of persons	assessment	number of persons	assessment
High	26	5 sc.×26=130	11	5 sc.×11=55
Average	32	4 sc.×32=128	24	4 sc.×24=96
Low	6	3 sc.×6=18	29	3 sc.×29=87
Group assessment (Σ)	276 sc.		238 sc.	
Average score (*M*)	4,31		3,72	

To calculate Student's t-test, the initial data are summarized and entered in Table 7.

Table 7: Initial data for calculating Student's t-test

Parameter	Experimental group	Control group	Auxiliary calculations	
	X_1	X_2	X^2_1	X^2_2
Σ	276	238	76176	56644
M	4,31	3,72		
ΣX_i^2	1216	920		

The calculation of the arithmetic average is calculated by the formula:

$$M = \frac{\sum X_i}{N}, \quad (2)$$

where: Xi – the total result of the group;
N – number of respondents.

$\sum X_i^2$ we count as follows:

for the experimental group:
52×26+42×32+32×6=1216;

for the control group:
52×11+42×24+32×29=920.

The initial data were indicators at the end of the research work in experimental and control groups.

To determine the results of the experiment, we calculate the indicator of variation by the formula:

$$SS_X = \sum (X_i - M)^2 = \sum X^2 - \frac{(\sum X)^2}{N}, \quad (3)$$

where: Xi – results of respondents;
N – number of respondents.

First, we calculate the sum of squares of deviations from the arithmetic average by the formula: (X-M)2. This expression can be shown as SSX characters. The sum of the squares of deviation is as follows:

$$SS_1 = 1216 - \frac{(276)^2}{64} = 25,75; \qquad SS_2 = 740 - \frac{(238)^2}{64} = 34,94.$$

Then we find the variance (a measure of variation of assessments) for each group by the formula:

$$S^2 = \frac{SS}{N-1}, \quad (4)$$

We have got:

$$S_1^2 = \frac{25,75}{64-1} = 0,41; \quad S_2^2 = \frac{34,94}{64-1} = 0,55.$$

Next, we find the standard deviation S, respectively, in each group by the formula:

$$S = \sqrt{\frac{SS}{N-1}}, \quad (5)$$

We have got:

$$S_1 = \sqrt{\frac{25,75}{64-1}} = 0,2; \quad S_2 = \sqrt{\frac{34,94}{64-1}} = 0,28.$$

Now we calculate the statistical deviation of SM for each group by the formula:

$$S_M = \sqrt{\frac{SS}{N(N-1)}}, \quad (6)$$

We have got:

$$S_{M_1} = \sqrt{\frac{25,75}{64(64-1)}} = 0,003; \qquad S_{M_2} = \sqrt{\frac{34,94}{64(64-1)}} = 0,004.$$

We find standard errors of difference of arithmetic average SM1-M2 by formula:

$$S_{M_i - M_X} = \sqrt{\frac{SS_1 + SS_2}{N_1 + N_2 - 2} \times (\frac{1}{N_1} + \frac{1}{N_2})}, \quad (7)$$

(2)
We have got:

$$S_{M_1 - M_2} = \sqrt{\frac{25,75 + 34,94}{64 + 64 - 2} \times (\frac{1}{64} + \frac{1}{64})} = 0,123.$$

We calculate Student's t-test by formula 1:

$$t = \frac{4,31 - 3,72}{0,123} = 4,79$$

The obtained coefficient t=4.79 is compared with the theoretical (table) value of Student's t-test.

Taking into account the degree of freedom, which is calculated according to the formula df=N1+N2–2=126 при p=5% (the level of significance α=0.05, which corresponds to 95% of reliability), the theoretical value of the Student's t-distribution is t=1.97.

The obtained coefficient t=4.79 significantly exceeds the tabular value, that is, the proposed organizational and pedagogical conditions are effective.

3 Results and Discussion

Thus, a significant difference in the results of experimental and control groups shows that the proposed organizational and pedagogical conditions for stimulating the professional self-improvement of teachers in the system of postgraduate education to form a positive motivation for continuous professional self-improvement of teachers are expedient and effective.

The results of the study indicate an increase of research and methodical activities of teachers of experimental training. For example, only in the 2019-20 academic years, the "Fair of Pedagogical Ideas" submitted works:

1. Saturday Academy. Collection of materials on preparing children for school.
2. Book for reading on economics to the course "Beginnings of economics".
3. Author's program "Informatics in elementary school, 2-4 grades"
4. Alternative method of sound analysis using a polysensory approach.
5. Analysis of the results of experimental work: criteria for evaluating creative literary works of students.
6. Collection of exercises in phonetics and grammar.
7. Collection of materials "Introduction of parents into school life".
8. Analysis of the results of the study: influence of computer didactic games on the formation of cognitive processes in junior school age.
9. From the experience of the master-class "Program of individual support of underachievers".
10. Experimental research on the topic: "Studying the motivation of learning by a projective method".

Special attention should be paid to the development of the course "Intellectual", which involves developmental games, trainings and exercises aimed at developing the ability to analyze, reflect, compare, distinguish patterns, and establish logical connections.

The increase in the activity of teachers in the organization of research activities is confirmed by the writing of scientific articles in leading professional publications on the following topics: "Basic approaches to the classification of types of giftedness", "Self-educational competence of students as a pedagogical problem", "Creativity as a quality of pedagogical thinking", "Stimulation of educational and cognitive activity of students as a scientific and pedagogical problem", "Pedagogical views of M.F. Bunakov on the formation of cognitive interest of prime school pupils".

4 Conclusions

The results of experimental work give reason to conclude about the effectiveness of the models we have implemented and ways to stimulate professional self-improvement in the formation of positive motivation for continuous professional self-improvement of teachers. The data of the analysis of the results of the forming experiment made it possible to state a significant increase in the general level of positive motivation for continuous professional self-improvement of the teachers of the experimental group compared to the teachers of the control group.

Thus, the analysis of the results of experimental work indicates that the pedagogical experiment confirmed the hypothesis of the study on the dependence of the success of professional self-improvement of the teacher on the development and implementation of a certain model of stimulation of professional self-development of a specialist.

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Primary Paper Section: A

Secondary Paper Section: AM