



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.