

FACTORS OF THE DYNAMICS OF TEACHERS' LEARNING MOTIVATION

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Abstract. The relevance of the problem investigated in the article is due to the constant growth of society's requirements to teachers at any level of the education system. In the article the authors draw attention to the problem of low teachers' learning motivation as a factor of self-education, the problem of formal training courses. The essence of the concept of "teachers' learning motivation" is revealed on the basis of analyzing the studies of Kazakhstani and foreign scientists. Educational motivation of a teacher is formulated as a set of external and internal factors that make him be active in mastering the results of the professional development course, influencing the desire to learn in his profession. Learning motivation of a teacher is a dynamic phenomenon. The results of a survey of teachers were analyzed in order to study the factors of teachers' learning motivation dynamics during the professional development course. The factors of the dynamics of teachers' learning motivation in several aspects of the professional development course were identified: communication, teaching methodology, teacher, assignments and assessment. The factors of dynamics are: organizational (teaching methodology, interactivity of interaction, teaching technologies); communicative (communication style); target (practical goal of the course, assignments work on the course goals); resultant (mastering of demanded practical skills at the end of the course). The authors note that it is possible to ensure and maintain a higher level of teachers' learning motivation during the professional development course by managing its dynamics. Conclusions on the results of the study are formulated. The considered factors influencing the dynamics of teachers' learning motivation should be taken into account in the instructional design of professional development courses. The pedagogical professional development course should be a system that provides factors of growth of professional knowledge, skills and abilities, learning motivation of teachers as trainees.

Key words: teacher, motivation, learning motivation, teachers' learning motivation, professional development course, dynamics of learning motivation, factors of learning motivation, instructional design

Introduction

The essence of the concept of "teachers' learning motivation" is revealed in the context of attending a professional development course.

The factors influencing the dynamics of teachers' learning motivation during the professional development course are investigated.

To ensure and maintain a higher level of teachers' learning motivation, the identified factors are taken into account in the instructional design of professional development courses.

To maintain the competitiveness of the education system in the context of globalization, modern society places high demands on teachers at any level of the education system. The basic requirements are professionalism and mastery. Regulatory documents emphasize that "a teacher is obliged to continuously improve his or her professional skills, research, intellectual and creative level" [1].

In a world where teachers are required to become "high-level mental workers", the position of the educational organization as a learning organization for teachers is vital. The authors' research shows that training, ongoing coaching, and joint continuous professional development contribute to the learning of teachers themselves, as well as to the development of learners [2].

Self-improvement of a teacher should be understood as self-development, improvement of his professional competences, conscious development of qualities necessary for successful professional activity within the framework of established requirements and modern conditions of its implementation. G.Zh. Elmuratov and other authors as one of the mechanisms for improving the level of professional competences of a teacher emphasize training within the framework of professional development courses [3, p.47].

Pedagogical reality indicates that today quite often professional burnout is traced in teachers, which is expressed in formal completion of professional development courses, insufficient cognitive activity and self-education. The teacher's activity is subject to symptoms of gradual emotional fatigue and devastation, which negatively affects not only the performance of professional activities, but also the level of his learning motivation in the course of professional development.

In our opinion, the activity of a teacher is subject to symptoms of gradual emotional overwork and devastation. Professional burnout among teachers is indeed a serious problem, and its consequences can affect both the teacher and students. The teaching profession requires considerable physical, emotional and intellectual effort. Constant interaction with diverse personalities, multitasking, high demands, and societal and parental pressures can lead to feelings of fatigue and burnout. In addition, educators may begin to treat their learners with indifference or even negativity. They may lose their sense of belonging and empathy. Burned out teachers may face a decrease in the quality of their work, loss of satisfaction from professional activity. All of the above negatively affects not only the quality of professional performance, but also the level of learning motivation of teachers in the course of professional development.

In this article we will try to reveal the essence of the concept of "teachers' learning motivation" in the context of professional development, to identify the factors influencing its dynamics.

The term "teachers' learning motivation" is not considered in pure form in scientific literature. This term should be considered on the basis of the concepts of "motivation", "learning motivation". Motivation is an object of study of pedagogy, psychology and a number of other sciences.

Researchers N.M. Khalimova and O.L. Golovan define motivation as a process. According to the authors, as a result of this process, a certain activity becomes significant and extremely interesting for the individual, external goals become an internal need for him [4, p.140].

The issues of professional motivation of a teacher, motivation of pedagogical activity was considered by researchers O.A. Veselova, A.S. Ryseva, S.G. Vershlovskii and others. According to S.G. Vershlovskii, the motivation of pedagogical activity is a

"set of motives, needs, interests, aspirations that encourage a person to choose a particular profession" [5, p.29].

There is a large number of studies of learning motivation, its types, structure, and sources. Studies more often consider the issues of learning motivation, motivation to learning activity separately (A.K. Markova, L.A. Zenkova, S.N. Kariakina, and etc.).

The researcher L.A. Zenkova, based on the analysis of various definitions of learning motivation, formulates it as "a private type of motivation included in learning activity and determining the need to obtain knowledge" [6, p.115].

Foreign researchers, considering extrinsic and intrinsic motivation to study, note that a person's actions on the basis of intrinsic motivation are related to the inherent pleasure and interest in performing academic tasks, which indicates a high level of self-determination [7].

E.L. Deci and R.M. Ryan link intrinsic motivation to learning and other activities with psychological needs. The researchers studied the factors that enhance intrinsic motivation, self-regulation and well-being. The authors' findings led to the theory of three innate psychological needs - competence, autonomy and attachment - which, when satisfied, increase self-motivation and, when suppressed, lead to a decrease in a person's motivation in any activity [8].

Internal motivation accompanies actions and activities that are performed for the satisfaction of the activity itself. External motivation is associated with the performance of activities that are unpleasant for the individual for a number of reasons: external pressure, control, praise or reward.

We would like to reveal the essence of the concept of "learning motivation of a teacher" in the context of self-education, namely in the course of professional development. The authors A.Zh. Murzalinova and N.G. Pavlovskaja identify the ability to independently determine the readiness for self-learning and analyze the possibilities of its implementation as one of the results of teachers' self-development and self-realization [9, p.112].

In our opinion, this ability of a teacher is expressed in the constant study of his own activity, based on personal interest in managing its development, identifying his real capabilities, as well as searching for meaningful experience in the form of systematic study of psychological and pedagogical literature, practical experience of colleagues, taking a professional development course.

Based on the considered concepts, it is possible to formulate the following: a teachers' learning motivation can be considered as a set of factors that make him be active in mastering the results of a professional development course, influencing the teacher's desire to learn in his profession.

Professional development of teachers, according to the normative document, is defined as "a form of professional training that allows acquiring new, as well as maintaining, expanding, deepening and improving previously acquired professional knowledge, skills, abilities and competences to improve the quality of teaching and learning" [10].

Professional development of teachers, as well as any other specialists, should be focused on scientific principles, relevance and practical applicability of knowledge. It

is important that educational programs are based on modern research, and their content reflects current trends in the relevant field. Such a science-oriented approach to the professional development of teachers will help to ensure the stability of knowledge, their applicability in real situations.

Scientific interpretation of the practical aspects of teaching and learning methodology known to teachers expands their capabilities as professionals. This effect is noted by researchers A. Howard-Jones P., T. Jay and L. Galeano. Scientific reflection on one's practice skills provides insights that, along with other evidence, support the educator in decision making in daily professional activities [11].

The course of pedagogical professional development, in our opinion, is a completed system that aims to provide growth factors of professional competences and learning motivation of teachers. Teachers with reduced learning motivation are characterized by a superficial idea of the significance of the professional development course, unstable interest in the studied professional development course, weak and inconsistent desire for self-education, not always adequate assessment of the level of their professional activity.

Teachers' learning motivation is a dynamic phenomenon. By dynamics we mean the changes that occur in a teachers' learning motivation during a professional development course under the influence of a number of factors.

Materials and methods

As part of the study, a theoretical analysis of psychological and pedagogical resources on the problem was carried out. Methods of synthesis and generalization contributed to the systematization of scientific provisions for understanding the concept of "teachers' learning motivation". In order to study the dynamics of teachers' learning motivation during the professional development course and the factors of its change, an online survey of 86 teachers of different educational levels was conducted using Google Forms. The teachers were interviewed using the questionnaire "Teachers' learning motivation" developed by the authors.

To complete the questionnaire, teachers had to indicate the factors influencing their learning motivation during the professional development course. The questionnaire was developed based on the main components of the course: communication, teaching methodology, instructor, assignments, and assessment, which were used to evaluate the results of the questionnaire.

To speed up the processing of the results, the questions had ready-made answers. The response numbers of the online form were selected as an indicator, respectively, the frequency of a specific response. Quantitative analysis of the survey results allowed us to see general trends, identify statistically significant differences and draw conclusions. To obtain descriptive statistics, the absolute indicator was taken into account as the average value between the participants' answers to each question. A qualitative analysis of the content of the answers made it possible to better understand the opinions and views of the respondents, to interpret the factors influencing the dynamics of the teachers' learning motivation during the professional development course.

Results

Based on the results of the survey of teachers, it was found out that a sufficient number of teachers take professional development courses only on demand (37.7% of respondents).

In the course of the survey, teachers had to note the factors that contributed to the increase or decrease of learning motivation when taking a professional development course earlier the interviewees had an opportunity to choose several answer options).

In determining the content of the survey, we relied on the key parts of the training course. Thus, learning outcomes are the core of the course and represent what educators strive for, what they are able to demonstrate at the end of the course. The learning outcomes are the basis for designing assignments to assess them against the criteria. Based on what the educator will know, understand, and demonstrate at the end of the course, the learning content is organized and delivered in a variety of formats and volumes. The correct selection of learning technologies is of particular importance for achieving the results of the course. All of the above is complemented by communication, which ensures the process of interaction between all course participants.

Thus, the survey looked at aspects of the professional development course: communication, teaching methodology, instructor, assignments, and assessment.

The analysis of teachers' answers makes it possible to identify the factors that had the greatest positive and negative impact on the dynamics of their learning motivation when mastering the professional development course.

The optimal format of communication between the teacher and the course participants is also of great importance for teachers. Each of the teachers has education and certain achievements in his work, and therefore expects an appropriate attitude to himself. During the professional development course, it is necessary to organize respectful, businesslike communication that is conducive to cooperation and productive joint work. Therefore, teachers' learning motivation is reduced by the authoritarian style of communication between the teacher and the course participants (Table 1).

Table 1 - Factors of teachers' learning motivation during the professional development course (communication)

No.	Positive factors	%
1	Comfortable working environment	67,9
2	Optimal communication format for course participants	54,7
3	Opportunity to socialize with other course participants	20,8
	Negative factors	
1	Training in an authoritarian style of communication	54,7
2	Too high discipline requirements	35,8

Furthermore, educators seek to create new professional links with other course participants in order to share experiences and solve other collaborative professional tasks in the future, which implies the possibility of joint activities during the course,

creating a community for communication and further post-course support. On this basis, they need a comfortable working environment in the classroom to enable them to socialize.

In terms of the course instructor themselves, what is important to educators is their competence and experience and their active participation in discussions. The incompetence and uncertainty of the instructor and lack of help from him reduce the educators' desire to learn. This is due to the fact that practicing teachers, as a rule, have experience and knowledge, but they need to make a transition in their activities to a new level. For this purpose, they need a more competent person and his help (Table 2).

Table 2 - Factors of teachers' learning motivation during the professional development course (instructor)

No.	Positive factors	%
1	Competence and experience of the course instructor	88,7
2	Active attitude of the course instructor, participation in discussions	34
3	Recognition by the instructor of the successes of the course participants	20,8
	Negative factors	
1	Incompetence and insecurity of the course instructor	56,6
2	Lack of assistance from the course instructor	34
3	Predominance of controlling behavior of the course instructor	30,2
4	Passivity of the course instructor	20,8

In the teaching process, the use of modern teaching technologies positively influences teachers' learning motivation, as well as clear course logic and the way of presenting information (Table 3).

Table 3 - Factors of teachers' learning motivation during the professional development course (teaching methodology)

No.	Positive factors	%
1	Use of modern learning technologies	66
2	Clear course logic	49,1
3	Convenient format of information presentation	49,1
4	Differentiated approach to students	28,3
5	Use of assignments for mastering practical skills	54,7
6	Solving cases from real professional practice	52,8
	Negative factors	
1	Monotony of teaching style	47,2
2	Unrelated course topics	32,1
3	Outdated teaching technologies	39,6
4	Lack of additional materials for the course	26,4
5	Theoretical focus of assignments	49,1
6	Assignments not related to learning outcomes	35,8

The existing educational trends (continuous learning, digitalization, gamification, virtual and augmented reality, mobile learning, blended learning, MOOC, etc.) find their realization through modern learning technologies. Modern technologies in the organization of the educational process appear due to the obsolescence of the previous ones, the need to take into account the individual characteristics of students and teachers-practitioners, the development of competencies necessary in the modern world. This suggests the need to match the technologies used with the expectations of

teachers. Each of the technologies has the potential to meet the basic needs of teachers as course participants. For example, the use of differentiated approach in terms of the level of complexity of the material and tasks, resources and pace of work, level of independence, interests and level of training of students allows to create a comfortable educational environment of the professional development course. Some teachers are affirmed in their abilities, while others are given the opportunity to experience success, which increases their self-esteem and sense of competence. Communicating with others, discussing different opinions collectively and in small groups using dialogical approach and collaborative learning satisfies the teachers' need for interconnection with others.

During the course, the teachers' learning motivation is considerably increased by the assignments that involve the mastering of practical skills. This is explained by the fact that teachers need knowledge that they can immediately apply in practice or with the help of which they can solve any professional tasks or problems and improve their competence. Accordingly, theoretical tasks contribute to a decrease in learning motivation.

Low practical value of the course and monotony of the teacher's teaching style discourage teachers from completing the course to the end and performing tasks in a qualitative manner.

Lack of feedback reduces teachers' learning motivation, as they do not receive comments on further work and opportunities to improve their work. This factor is especially strongly reflected in the learning motivation of teachers taking professional development courses remotely. Lack of feedback entails the feeling of "loneliness in distance". On the contrary, the presence of qualitative feedback stimulates the increase of teachers' learning motivation during the professional development course, creates a feeling of connection, support and ability to improve their results (Table 4).

Table 4 - Factors of teachers' learning motivation during the professional development course (assessment)

No.	Positive factors	%
1	Descriptive feedback	75,5
2	Participation of trainees in the development of assessment criteria	41,5
3	Availability of ongoing progress monitoring	28,3
	Negative factors	
1	Poor or no feedback	47,2
2	Lack of assessment criteria	39,6
3	Ineffective format for assessing learning outcomes	30,2

Practicing teachers are quite aware of their current capabilities, but expect differentiated and accurate comments in terms of growth and development within the course topic. Quality feedback is necessary for them to progress through the most difficult parts of the course, understanding provisions that are new to them. It should be noted that the quality of feedback is also greatly influenced by teachers' ability to accept it.

The analysis of teachers' answers allows us to identify the factors that had the greatest positive and negative impact on the dynamics of their learning motivation in

mastering the professional development course. The results of the survey are given in Tables 5-6.

Table 5 - Main factors for increasing teachers' learning motivation during the professional development course

No.	Factor	%
1	Comfortable working environment in the class	67,9
2	Competence and experience of the teacher	88,7
3	Use of modern learning technologies	66
4	Mastering practical skills in carrying out tasks	54,7
5	Qualitative assessment feedback	75,5

Table 6 - Main factors of decreasing learning motivation of teachers during the professional development course

No.	Factor	%
1	Authoritarian style of communication between the instructor and the trainees	67,9
2	Incompetence, un confidence of the teacher	56,6
3	Low practical value of the course	56,6
4	Theoretical orientation of the tasks to be performed	49,1
5	Lack of or inefficient feedback	47,2

Discussion

Thus, the dynamics of teachers' learning motivation within the framework of the professional development course is provided by the following groups of factors:

- organizational (teaching methodology, interactivity of teaching, teaching technologies);
- communicative (teacher's communication style, discipline);
- target (practical goal of the course, content and assignments work towards the course goal);
- productive (mastering of practical skills in demand at the end of the course).

In our opinion, to ensure and maintain a higher level of teachers' learning motivation throughout the course will allow managing its dynamics taking into account the above factors.

At the beginning of a professional development course, it is necessary to make sure that teachers are clear about the purpose of the course.

In addition, it is necessary to create interest in the course content, to show its value for their professional activity. To do this, it is necessary to rely on teacher's existing level of knowledge and experience. We agree with colleagues' opinion that "in most cases, the professional development system lacks or poorly developed a system for assessing the initial knowledge and professional skills of listeners" [12, p.20].

Particular attention should be paid to revealing opportunities for their initiative, demonstration of theoretical and practical skills during the course. At this stage, the personality of the teacher, his experience in the field of teaching, as well as communication style are of great importance.

The work in the main part of the professional development course should be aimed at interactive interaction of teachers with each other, with the teacher, based on high

practical significance, fulfilment of tasks with different levels of difficulty and problematic, providing their performance with feedback. Feedback should not be only a part of the course taken by teachers. It should go beyond it in the structure of post-course support. At this stage, much depends on the experience and level of teaching, the ability of the teacher to organize the logic of the course. It should be noted that the training of practicing teachers is based on experience, existing skills. At this stage of the course, it is necessary to take into account the negative experience of teachers in learning new skills, as it affects the desire to learn new things and prevents the effective and quick mastering of the required competences. Productivity and learning outcomes depend on the quality of communication between participants.

Most professional development activities focus on individual teachers, such as mentoring or the use of portfolios. However, new trends in education require educators to work together in teams more often. Due to these changes, there is a growing need for team-oriented professional development activities [13].

During the professional development course all functions of communication are implemented: the teacher and students act as a source of information, as organizers of activity, the process of course mastering is controlled with the help of communication tools, and cooperation skills are developed. When developing a course, it is necessary to select learning technologies, having previously studied their practical usefulness and functionality to achieve learning outcomes for teachers, to maintain positive dynamics of learning motivation.

Taking into account the basis and the reason for the emergence, it is possible to distinguish the following groups of modern technologies:

- technologies with the priority of personal relationships, individual approach;
- on the basis of activation and intensification of the learning process;
- on the basis of organization and control of the learning process.

The use of modern technologies in work with teachers during the professional development course allows them as trainees:

- master the variety of teaching technologies, rationally combine them;
- possess the skills of effective communication with students;
- possess skills in the field of technologies and methodology of their use as an effective tool of activity, in particular, in the conditions of distance and blended learning;
- improve their professional skills in course development, designing educational environments, and creating learning resources;
- continuously reflect on their practice in order to improve their activities and skills.

The modern technologies for increasing learning motivation in the course system include gamification, collaborative learning, and the development of collaborative skills.

At the end of the professional development course, it is important for teachers to realize their successes and obtain the professional skills they need. It is necessary to provide teachers with the opportunity to realize their potential, to show their learning results, to apply the acquired skills, i.e., to show the results of the course. Here the key

role is played by the teacher's implementation of the final assignment, project, etc., completed during the course. Approbation in practice develops teachers' reflexive skills and stimulates its growth.

Returning to the theory of E.L. Deci and R.M. Ryan's theory of psychological needs we can note their connection to the instructional design of the course [8]. The purpose of the professional development course, which is significant for the teacher, the choice of activities, the format of assignments and assessment, the implementation of a differentiated approach by the teacher, the availability of the possibility of self-checking provide the teacher's need for autonomy. Understanding and participation in the development of assessment criteria, achievement of learning outcomes, feasible assignments, accessible language of the course content and the possibility of self-realization ensure the teacher's need for competence. Opportunities for productive communication and teamwork, the use of peer-assessed assignments, the creation of a comfortable working environment, and the opportunity to give back, share and teach others fulfil the educator's need for interconnectedness with others.

Conclusion

Thus, a teachers' learning motivation is a set of external and internal factors, based on the need for autonomy, competence and interrelation with others, the satisfaction of which makes him active in professional self-improvement. The basis of internal learning motivation of teachers is the pleasure from the process of acquiring new knowledge, increasing the level of professional competences and acquiring new practical skills. External learning motivation of a teacher can be associated with material, social and emotional rewards. The learning motivation of a teacher during a professional development course is dynamic.

The purpose of our study was to identify factors that influence the dynamics of a teachers' learning motivation during a professional development course. We found a spectrum of (organizational, communicative, target, outcome) factors that positively or negatively influence students' learning motivation. The above-mentioned factors influencing the dynamics of teachers' learning motivation should be taken into account in the instructional design of professional development courses.

It is necessary to consider more carefully the potential consequences of the influence of each of the factors on the learning motivation of teachers and the possibilities of its regulation. Further research could fruitfully continue consideration of this issue.

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ПЕДАГОГТАРДЫҢ ОҚУ МОТИВАЦИЯСЫ ДИНАМИКАСЫНЫҢ ФАКТОРЛАРЫ

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Аңдатпа. Мақалада зерттелген мәселенің өзектілігі қоғамның білім беру жүйесінің кез-келген деңгейіндегі педагогтарға қойылатын талаптарының үнемі өсуіне байланысты. Мақалада авторлар педагогтардың өзін-өзі жетілдеру факторы ретінде оқу мотивациясының төмендігіне және біліктілікті арттыру курстарынан өту ресми түрде болу мәселесіне назар аударады. Қазақстандық және шетелдік ғалымдардың зерттеулерін талдау негізінде «педагогтың оқу мотивация» ұғымының мәні ашылады. Педагогтың оқу мотивациясы оның біліктілігін арттыру курсының нәтижелерін игеруде белсенді болуына себеп болатын

сыртқы және ішкі факторлардың жиынтығы ретінде тұжырымдалады, бұл педагогтың өз кәсібінде оқуға деген ұмтылысына әсер етеді. Педагогтың оқу мотивациясы динамикалық құбылыс болып табылады. Біліктілікті арттыру курсы барысында педагогтың оқу мотивациясының динамикасы факторларын зерделеу мақсатында сауалнамасының нәтижелері талданды. Біліктілікті арттыру курсының бірнеше аспектілері бойынша педагогтардың оқу мотивациясының динамикасының факторлары анықталды: қарым-қатынас, оқыту әдістемесі, оқытушы, тапсырмалар және бағалау. Динамика факторлары: ұйымдастырушылық (оқыту әдістемесі, өзара әрекеттесудің интерактивтілігі, оқыту технологиялары); коммуникативті (қарым-қатынас стилі); мақсатты (курстың практикалық мақсаты, тапсырмалар курстың мақсаттарына сәйкес келу); нәтижелі (курс қорытындысы бойынша талап етілетін практикалық дағдыларды игеру). Авторлар біліктілікті арттыру курсы барысында педагогтардың оқу мотивациясының жоғары деңгейін оның динамикасын басқару арқылы қамтамасыз етуге және қолдауға болатындығын атап өтті. Зерттеу нәтижелері бойынша тұжырымдар жасалады. Педагогтардың оқу мотивациясының динамикасына әсер ететін қарастырылып факторлар біліктілікті арттыру курстарының педагогикалық дизайнында ескерілуі керек. Педагогикалық біліктілікті арттыру курсы педагогтардың тыңдаушы ретіндегі кәсіби білімінің, іскерлігі мен дағдыларының, оқу мотивациясының өсу факторларын қамтамасыз ететін жүйе болуға тиіс.

Тірек сөздер: педагог, мотивация, оқу мотивациясы, педагогтың оқу мотивациясы, біліктілікті арттыру курсы, оқу мотивациясының динамикасы, оқу мотивациясының факторлар, педагогикалық дизайн

ФАКТОРЫ ДИНАМИКИ УЧЕБНОЙ МОТИВАЦИИ ПЕДАГОГОВ

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Аннотация. Актуальность исследуемой в статье проблемы обусловлена постоянным ростом требований общества к педагогам любого уровня системы образования. В статье авторы обращают внимание на проблему низкой учебной мотивации педагогов как фактора самообразования, проблему формального прохождения курсов повышения квалификации. Раскрывается сущность понятия «учебная мотивация педагога» на основе анализа исследований казахстанских и зарубежных ученых. Учебная мотивация педагога формулируется как совокупность внешних и внутренних факторов, заставляющих его быть активным в освоении результатов курса повышения квалификации, влияющих на желание педагога учиться в своей профессии. Учебная мотивация педагога представляет собой динамичное явление. Проанализированы результаты опроса педагогов с целью изучения факторов динамики учебной мотивации педагога в течение курса повышения квалификации. Выделены факторы динамики учебной мотивации педагога по нескольким аспектам курса повышения квалификации: общение, методика преподавания, преподаватель, задания и оценивание. В качестве факторов динамики выступают: организационные (методика преподавания, интерактивность взаимодействия, технологии обучения); коммуникативные (стиль общения); целевые (практическая цель курса, задания работают на цели курса); результативные (освоение востребованных практических навыков по итогам курса). Авторы отмечают, что обеспечить и поддерживать более высокий уровень учебной мотивации педагогов в течение курса повышения квалификации можно, управляя ее динамикой. Формулируются выводы по результатам исследования. Рассмотренные факторы, влияющие на динамику учебной мотивации педагогов, должны учитываться при педагогическом дизайне курсов повышения квалификации. Курс повышения педагогической квалификации должен быть системой, которая обеспечивает факторы роста профессиональных знаний, умений и навыков, учебной мотивации педагогов как слушателей.

Ключевые слова: педагог, мотивация, учебная мотивация, учебная мотивация педагога, курс повышения квалификации, динамика учебной мотивации, факторы учебной мотивации, педагогический дизайн

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