

## Factors Affecting Teachers' Subjective Expectations from Continuous Professional Development

By

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### Annotation

Acquiring new knowledge, applying it in practice, and solving problems that arise in the process of education are one of the main tasks of a pedagogue in modern educational conditions, so it is necessary to keep up with the times and constantly improve his scientific and pedagogical skills. The teacher's professional development, work on himself, in a certain sense, this is inextricably linked to the content expectations expressed in the process of professional development. Pedagogical-psychological research of teachers' hopes and expectations from continuous professional development in the professional development system as a source of scientific research has a modest position. Therefore, this article reflects on the subjective expectations of the teacher, which are the object of increasing motivation and ensuring effectiveness.

**Keywords:** expectancy theory, goal, need, motivation, expectation, instrumentality, valence, motivational force, subjective expectations, personal effectiveness, performance standard, goal difficulty, prediction, cognitive, affective, conative.

### Introduction

The teacher's continuous professional development depends on the results of improving his skills and professional knowledge, and it is important to study his subjective expectations from the process. In society, each individual act according to his desires and motives. Effectiveness serves to reveal its positive qualities. The importance of expectations, its specific paradigms as a theory and system of expectations have been reflected in several scientific studies. So, what is the expectancy theory, the expectancy system?

#### *Brief analysis of scientific sources on the topic*

Expectation theory was first widely covered in the researches of V.Vroom (Victor Vroom). He justified that existing needs cannot be the only reason to motivate people to achieve the set goal. A person believes that the actions chosen by him will lead to the satisfaction of his needs. Motivation increases when there are productive connections between the outcome and the incentive. It puts forward the idea that motivation can increase or decrease in a state related to valence (satisfaction with received incentives) [3; 5].

V.Vroom's main research is related to expectancy theory and motivation, and he analyzes the essence of the idea by studying the motives of decision making. Expectations are defined as attempts to explain why individuals choose to follow certain courses of action, prefer certain goals or outcomes over others in organizations, particularly in decision-making and leadership. According to his theory expressed in his books "Work and motivation", "Leadership and decision-making", behavior based on expectation motivation leads any person to specific results, which are evaluated by the individual, and proves that expectation and motivation

influence the alignment of personal confidence [11]. In it, the valence of a certain result is defined as "the realization of the notion that the valence of other results is a monotonically increasing function of the algebraic sum of derivatives and instrumentality to achieve it". Another idea that is central to this theory is expressed in terms such as "motivational-incentive power for the individual's action - the valence of all results is a monotonically increasing function of the algebraic sum of derivatives and the action of achieving according to the strength of his experience" [7]. This formula of V.Vroom has been tested by time and history, it has been researched, and it has been determined in several experimental studies that it has made a great contribution to the theory of expectation [9].

Also, Jere Brophy and Thomas Good designed a model aimed at learning the teacher's expectations of the students during the lesson. It is emphasized that the expectations of the teacher and the relationship with the students during the lesson are interrelated. Teachers' expectations, treatment of students, demands and efforts to educate their behavior, differentiation in the creation of tasks can also indirectly affect the results of learners. At the beginning of the school year, the teacher formulates differentiated requirements for students and expects an appropriate response from their behavior. If students accept the teacher's demands and behavior towards them, they will have met the expectation with initial results. In this process, the integration of cognitive, emotional and motivational components plays a leading role [6].

G.I.Gapanova [2], A.V.Lobanova, A.V.Ribyakova, S.S.Fedosinalar [4] studied the students' expectations of mastering the science of "Pedagogy and Psychology" and the influence of the student expectation system on their motivations in relation to the subject being studied E.Yu.Vasileva [1] analyzed the expectations of higher school teachers in the fields of pedagogy and psychology from professional development and professional development.

It can be seen that when analyzing the studies conducted on the expectations of the participants of the education, it is possible to witness that the experimental works conducted on the basis of different approaches gained meaning in a common unity.

***The purpose of the research*** is to determine the subjective expectations of the teachers of the general education school from continuous professional development and professional development courses.

***The object of the research*** is the process of studying the subjective expectations of public education workers from continuous professional development.

***The subject of the*** research is the theory of expectations and the content, essence, structure, and model of subjective expectations.

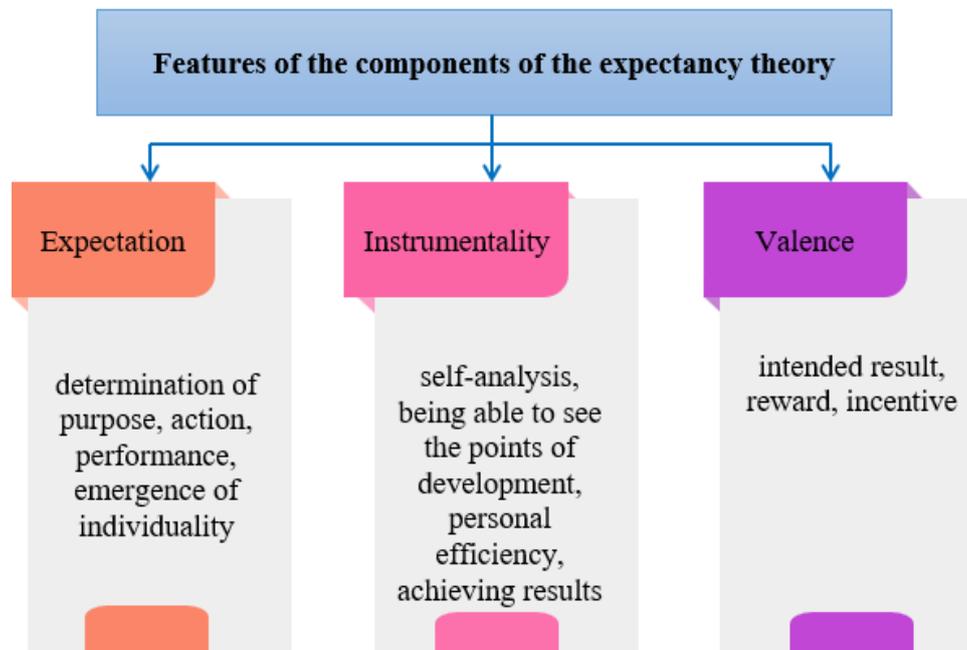
***The methods of the research*** are comparison, content analysis, empirical, generalization, network survey.

### ***Main part.***

Motivational expectancy theory explains why people choose one behavior option over another. These views postulate that people can pursue goals if they believe that there is something positive for the future, that is, that interdependence, effort, and positive performance result in a desired reward. The reward from the performance satisfies an important need or the result obtained satisfies a need that is commensurate with their effort.

V.Vroom introduces three variables into the framework of expectancy theory: valence (V), expectancy (E) and instrumentality (I). These three variables are important in choosing one over the other, resulting in: effort serves the expectation of results, expectations of results serve actual results. [10]

Based on this approach, we create a structure that represents the uniqueness of the components of the expectancy theory (Fig. 1).



**Figure 1.** Features of the components of the expectancy theory

*Expectation* is the result of a person's efforts, his belief in achieving results and achieving his goals. Typically, a complete view of the expectancy system takes into account an individual's past experience, self-confidence, i.e., personal efficacy, standard of performance (imposed control demands), and goal difficulty:

personal efficiency - a person's belief in his ability to successfully perform a certain behavior. He evaluates himself whether he has the necessary skills and knowledge to achieve his goals, analyzes and looks for ways of efficiency.

performance standard (imposed control requirements) - the need for confidence that the expected result will be controlled to a certain extent, personally or by others. Because the result is difficult to wait due to the fact that the person perceives or comes to the conclusion that the result is beyond the limits of influence, which can lead to a decrease in motivation.

goal difficulty - when goals are set too high or difficult, a situation that requires expectation of results, strength of will and persistence. The difficulty of the goal probably leads to a weakening of the expectation. This situation occurs when a person believes that the desired results cannot be achieved.

*Instrumentality* - represents a person's belief (desire) that his efforts will be rewarded. Reward can take many forms, such as self-expression, differentiation among employees, comparisons, recognition, salary increases, promotions, or a sense of accomplishment. For example, when the reward for all works of art is the same, the level of individuality and original

creativity in them is low, or when the salary is the same regardless of the category of teachers (specialist, first, second, higher), the motivation to move to the next level is weakened. In instrumentality, trust, control, and the right policy define the factors that help determine the outcome of human actions. These factors are reflected in aspirations, correct control of the decision made, confidence in being able to fairly evaluate the actions of the executor.

*Valence* is the value given to rewarding outcomes based on individual needs, goals, values, and sources of motivation [8]. Factors influencing a person include their values, needs, goals, preferences, and sources of motivation to achieve a particular outcome.

Valence is characterized by how much a person values a particular outcome or reward. It may not be the actual level of satisfaction, but the expected satisfaction with a particular outcome. Valence also refers to the value a person places on rewards. It can be represented in numbers as follows:

$$- 1 \rightarrow 0 \rightarrow +1.$$

In this formula: -1 = avoid result; 0 = indifference to result; +1 = represents acceptance of the result (formulated on the basis of Vroom's theory).

For valence to be positive, a person must prefer not only the outcome, but also the process. The following model shows the orientation of motivation when supported by behavior. Among behavioral options, when making a decision, a person chooses the option that has the greatest motivational force. Thus, expectancy and instrumentality are attitudes (including perception, cognitive processes), and valence is a value system specific to a person. If we describe this comment in the form of a formula, we get the following expression:

$$MF (\text{motivational force}) = E (\text{expectancy}) * I (\text{instrumentality}) * V (\text{valence})$$

It can be seen from the formula that human motivation is formed or high in the presence of all three variables. If one of them is zero, then the result is also zero, that is, in this case, the motivation always tends to zero.

The degree of clarity of expectations indicates that changes in work performance are directed towards the development points, which lead to personal effectiveness. The penetration of such approaches as personal efficacy, self-learning, self-management, self-fulfilling or self-fulfilling prophecies, which are popular today, means that the cognitive stages of the human expectancy system are manifested.

Here the question arises: To what extent is the teacher interested in self-development? To what extent does he feel his needs? What do you expect from continuous professional development courses? In fact, how should training courses and their content be organized? To get answers to such questions, it is necessary to identify and analyze their subjective expectations.

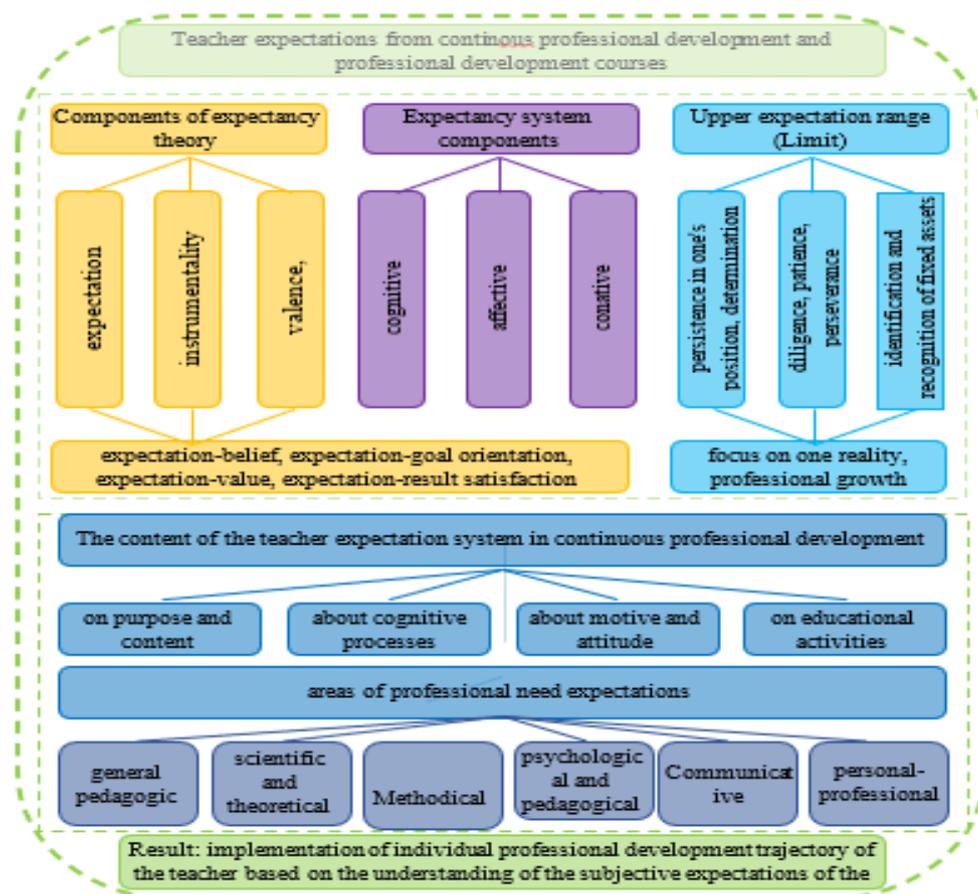
We would like to emphasize that as the acquisition of new knowledge is carried out on the basis of the previous concepts of a person, the subject of educational activity and the current experience of pedagogical activity are of particular importance for students who are starting to learn and develop their skills in the field of pedagogy. This requires special research.

Expectations are an emotional state as well as a systemic activity. The fact that the system of expectations consists of cognitive, affective and conative components from the point

of view of educational activity allows to express it in detail.

*The cognitive component (basic knowledge)* includes knowledge obtained from various sources before starting to study the content of the new educational program. They can be called phonological knowledge, because in the process new information is received and evaluated in relation to existing knowledge. It is known that on the basis of basic knowledge, an initial idea of the educational program is formed, its idea is formed. *The affective component* in the system of the teacher's subjective expectations means an emotional and evaluative attitude towards the curriculum, which in turn is characterized by the attractiveness of the educational activity for the subject. *The conative component* is characterized by the need to deepen, expand, systematize previously collected knowledge, acquire new ones, study motives, and master the independently developed goals of the educational program. The conative component makes it possible to determine the orientation level of cognitive motives.

These three main factors are closely related to each other as the organizer of the waiting system, in which the cognitive component is the leader. If a new educational subject is perceived without a deep understanding of the information given directly by the teacher and the content of the subject presented in the textbooks, this situation is interconnected with the image of the subject that has been preserved in the framework of knowledge of the learner. The correlation result acts as a regulator of the subject's cognitive activity. Discrepancies between the subject's directly perceived subject matter and his or her preconceived image and orientations to reorganization can be viewed as points on a scale of congruence when the system of expectations is restored.



**Figure 2.** A model of teacher's subjective expectations of continuous professional development

The study of the expectation system in the continuous professional development of the teacher is considered as an important direction in the study of adult pedagogy and psychology, which allows relevant theories to be confirmed in practice. This process is of particular importance not only in the formation of the content of advanced training courses, but also in creating the trajectory of individual professional development of each pedagogue, improving the teaching methodology, strengthening academic discipline in their work, realizing their position and becoming competitive. Accordingly, a model of the teacher's subjective expectations from continuous professional development based on the theory and system of expectations can be formed (Fig. 2).

Subjective expectations of teachers for continuous professional development were studied based on the model designed to reveal and identify the pedagogical possibilities of cognitive mechanisms in the process of continuous professional development of public educators. To significantly optimize the cognitive capabilities of teachers in their activities in experimental work, to interest them in continuous professional development by determining the results of their expectations, to move in harmony with the *goal + need + motivation*, including the formation of the educational content of professional development courses in accordance with the requirements of expectations, as well as as a person was tasked with identifying what it means for an educator to have high expectations for lifelong learning. In this context, the content of the teacher's expectations from continuous professional development, the components of the theory of expectations, the system components of the subject of educational activities and the upper limits of expectations were summarized.

Expectation theory variables, which are the constituents of the above-mentioned expectation model, represent such categories as calculated expectation, instrumentality, valence, expectation-confidence, expectation-specific orientation to the goal, expectation-value, expectation-satisfaction with the result. In current practice, professional development opportunities are determined by quantitative assessment measures in standardized certification tests. And the essence expectancy system learning is to measure the needs of the learner and create value accordingly. Expectancy, as a variable related to motivational power, posits a positive relationship between expectancy-value theory and perceived instrumentality. This in turn embodies the cognitive, affective and conative components of the system.

From a psychological-pedagogical point of view, the system of determining the result of the teacher's activity serves as a regulation of cognitive activity. If the cognitive component is important in the continuity of the confidence and motivation of the teacher, the affective component is important in maintaining the attractiveness and imagery of the teacher's learning processes in different conditions, respectively, conative opens the way for clarifying the motivations of knowledge and applying newly acquired knowledge in practice. Along with determining the subjective expectations of the teacher, it is necessary to develop the skills to understand their needs and act accordingly. In the continuation of such behavior, a person should be able to stand firm in his profession, determination, diligence, patience, perseverance, identify and recognize the main, useful tools that serve his purpose. In this regard, the high expectation points (limits) that determine the focus on one fact only, that is, professional growth, serve as a guide that ensures the coherence of the theory and components.

In the created model, we considered that the content of the teacher's subjective expectations is related to his professional needs and the emergence of motivational force. In the conducted research work, the criterion of mastery of professional needs was included as a measure of value change. The content of the teacher's subjective expectations when setting the criteria was reflected in the following areas:

knowledge of the theoretical foundations of pedagogy, assimilation of modern educational technologies, pedagogical tools and their improvement, working with information sources, development of evaluation-valuable reflection skills.

scientific-theoretical expectations, which means to be aware of the theoretical bases of the taught subject, practical application of methods, the history of the development of science and modern achievements.

to understand the content of teaching students on the subject, not only to know the methods and methods of the taught subject, but also to be able to introduce new types by integrating them, methodological expectations that provide forms and means of organizing the process.

psychological laws of perception, teaching, upbringing and development of students' mental characteristics, pedagogical diagnosis, psychological-pedagogical correction, psychological-pedagogical expectations aimed not only at understanding students, but also at ways to relieve them from stress.

development of strategies, tactics and techniques of interaction with people, organization of their cooperative activities in achieving specific socially significant goals, communicative expectations indicating the formation of the ability to manage, master the art of oratory, to convince, to justify one's opinion.

personal and professional expectations for developing competence, improving pedagogical image, creating an ideal, speech culture, leadership qualities.

## **Conclusions and suggestions**

Analyzing our previous views, instrumentality and valence within the framework of expectations in the above-mentioned areas determine the value of expectations that improve the mechanisms of cognitive functioning. In the experimental work, we witnessed the emergence of a new attitude of the teachers of the experimental group to the effectiveness of their work in the following four content areas:

1. the level of understanding the teacher's professional needs and difficulties.
2. attitude to the teacher's purposeful content in pedagogical-psychological training courses.
3. expectations from continuous professional development and their content.
4. the forms of educational activities expected by the teacher during professional development.
5. A teacher's ability to keep pace with the times, achieve his status, and achieve positive results depends on the expansion and development of pedagogical and psychological knowledge focused on reflection on his professional activity. Based on this, the analysis of the subjective expectations of the teacher allows us to come to the following conclusions:
6. improvement of expectation theory, system and methods of determining expectations from obtained results.
7. widely used in practice as a means of determining the professional needs of the teacher and developing cognitive activity.
8. creating conditions for understanding and analyzing expectations not only from professional development, but also from professional activities.
9. development of concrete criteria of expectations, instrumentality, valence, value concepts, as well as cognitive, affective, conative components in pedagogical activity.

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