

REQUIREMENTS OF READINESS OF THE TEACHER FOR INNOVATIVE ACTIVITY IN THE CONTEXT OF FORMATION OF HIS PROFESSIONAL COMPETENCE

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INTRODUCTION

Currently, the modernization of the education system covers all of its links. Its most important component – pedagogical education. The main challenges facing the education system are initiated, first of all, by changes in the socio-economic situation in the regions, the informatization of society, the intensive development of innovative technologies, the process of globalization, and public awareness of the need for a transition to continuous education.

The innovative trend in the development of teacher education is, in our opinion, a socio-technological mechanism that ensures the formation of the innovative potential of both the subjects of the education system and the system itself and, as a result, the innovative ability of residents.

The content of these factors, in one way or another, is associated with the activities of the educational organization, and, in our opinion, the third factor is the initial in relation to the first and second. Therefore, the subject of consideration is the pedagogical conditions, in unity and interconnection, which enhance the effectiveness of the formation innovative competence of a teacher in the regional space of lifelong education, namely:

1. Methodological, normative and scientific-methodological ensuring the process of

formation of the teacher's innovative competence in various structural components of space.

2. The participation of the teacher in research activities in the form experimental development (search and research and implementation and research activities), applied research (design and research activities), fundamental research (research activities).

3. Construction of new concepts and meanings, individual educational program, innovative educational environment.

4. Designing the content of teacher education carrying out innovative activities at five levels: general theoretical understanding, academic subject, educational material, learning process, personality structure.

The highest level of methodological support is set philosophy. The content of this level is general philosophical approaches, principles, laws of development of nature and society. The philosophical level forms a kind of foundation that allows interpreting the results from the standpoint of the approaches that are laid down in the basis of innovation (most often this is one approach).

The second level of general scientific methodology contains general scientific principles, concepts and forms of research. This level provides methodological support for innovation in any scientific discipline or complex of disciplines. The third level is provided by a specific

scientific methodology, which is a set of methods, research principles and procedures used in a particular special scientific discipline.

THE INITIAL PRESUPPOSITIONS

The model of innovative activity should be developed on the basis of the model of social interaction, which was created in foreign pedagogical innovation (HARRIS, SUTTON, 1986).

METHODS

The implementation of priority national projects in the field of education, the management strategy based on the results of one of the priority tasks determine the teacher's readiness to work in a changing environment based on variety of educational programs, textbooks and types educational institutions. In addition, it must be recognized that at the present stage of development of society, there is a change in the requirements for a teacher. If significant characteristics of the teacher's professionalism are still a couple of decades ago there were specific, private knowledge in the field of the subject being taught, pedagogy and psychology, professional skills, mainly of a reproductive nature, today they are most relevant - systemic worldview, innovative style of thinking and behavior, professional creativity. Therefore, it is necessary to restructure the strategy of working with a teacher, due to the current social situation, the practice of modern school education, a change in value foundations in society as a whole, and this poses the task of the pedagogical community to develop indicators of the teacher's readiness for innovative activities. Similar tasks are faced by teams and educational institutions that develop and implement innovative educational programs.

Monitoring in a first approximation can be defined as constant observation of a process in order to identify its compliance with the desired result (BOGOMOLOV, 2007). According to well-known scientists, "pedagogical monitoring is a system for collecting, processing, storing and disseminating information about the system education or its individual elements, which is focused on information support of management, allows you to judge the state at any time and can provide a forecast of its development. "

Today, in world practice, the most common approach to monitoring is based on the basic triad of concepts:

- conditions created in institutions for quality educational and scientific activities;
- educational process;
- results.

Moreover, it is educational results that are becoming an increasingly important factor, in fact, the starting point for all quality assurance systems (this fact becomes more significant in connection with the implementation of results-based management technology). Based on the objectives of the study, we used the following types of monitoring:

- background (basic), aimed at identifying upcoming problems and difficulties in ensuring the teacher's readiness for innovative activities in the context of the formation of his innovative competence;
- problematic, allowing to identify problems that are relevant from the point of view of managing the formation of the teacher's innovative competence;
- managerial, providing tracking and evaluation the effectiveness, the effects that have arisen as a result of the formation of the innovative competence of the teacher in the regional space of lifelong education.
- When using these types of monitoring, we expect the following main results:
- identification of the effectiveness of ensuring the readiness of the teacher for innovative activities;
- identification of risk zones and limitations in ensuring the teacher's readiness for innovative activities;

- formation of information necessary for making management decisions (HARRIS, SUTTON, 1986).

Note that based on the working definition of innovative competence, the formation of innovative competence can be assessed by the teacher's personal, theoretical and practical readiness to introduce innovations into the pedagogical system (POLAT, 2021).

Having defined the basic concepts, we will analyze the achievements of science in the direction of developing criteria for the teacher's readiness for innovative activities (DERKACH, 2010). The author considers the possibility of creative application of innovation in mass experience as a criterion for evaluating pedagogical innovations. In fact, if a valuable pedagogical idea or technology remains within the framework of a narrow, limited application due to the characteristics and the complexity of the technical support or the specifics of the teacher's activities, it is unlikely in this case that we can talk about pedagogical innovation.

The above criteria can be used to assess pedagogical innovations and create the basis for pedagogical creativity. Some scientists propose to use the criteria of pedagogical creativity to assess the teacher's readiness for innovation.

When developing indicators of the professional development of a future teacher, a number of initial principles can be distinguished. For our study, two of them are of interest, namely: "the level of readiness of specialists in the field of education should be determined based on solving specially developed professional tasks "," readiness indicators should assess not only the result of professional training, but also the entire process of becoming a specialist at various stages and stages of continuing education. " Assessment of the level of professional development of a specialist should be carried out according to the main functions characteristic of professional pedagogical activities. Let us single out the following typical for pedagogical activity functions: diagnostic, informational, constructive-design, organizational, communicative, prognostic, research and evaluation.

As a result of the analysis and generalization of empirical data, taking into account the characteristics of innovative activity, the most important pedagogical conditions were identified that determine and ensure the teacher's readiness for innovative activity:

- fundamental training in the field of innovation methodology;
- special, professional training of teachers in the field of planning and conducting their own research; independent educational and research practice of students during the period of study at the university;
- the presence in the curricula of pedagogical colleges, universities, institutions of additional professional education of special skills development courses to ensure readiness for innovation;
- creation of an extensive system for monitoring educational research and innovation activities in the regional education system (IASECHKO, IASECHKO, SMYRNOVA, 2021).

In accordance with the indicated types of activity, a system of pedagogical skills is built, which are the methods mastered by the teacher of these activities. In particular, the following interrelated skills are highlighted: gnostic, prognostic design, constructive, organizational, communicative, reflexive, analytical. These skills are formed in the process of relevant activities and their presence can, in our opinion, be considered as an obligatory component of the teacher's readiness for innovative activities. The following criteria of the teacher's readiness to innovation activity:

- the teacher's awareness of the need for innovative activities;
- willingness to get involved in creative activities to introduce innovations;
- confidence that the innovation will bring a positive result;
- consistency of personal goals with innovative activities;
- readiness to overcome creative failures;

- the level of technological readiness to carry out innovative activities;
- positive assessment of their previous experience in the light of innovative activities;
- ability for professional reflection.
- Components of a teacher's readiness to innovative activities are:
- the presence of a motive for inclusion in innovative activities;
- a set of knowledge about modern requirements for results education, innovative models and technologies of education;
- competence in the field of pedagogical innovation.
- In this context, a study is also of interest, where the following criteria of innovativeness are distinguished at the personal level:
- whether the innovation is accepted as a personally significant value;
- is the approach to innovation divided as to a necessary social mechanism for the development of the education system;
- whether innovation is understood as an integral system of relations and specifically organized activity;
- whether this attitude has been translated into the organization of one's own professional activity;
- to what extent the teacher in his own activities has assigned the specificity of its innovative organization.

Note that one way or another in the studies we are analyzing, the personal, theoretical and practical components of readiness are manifested. Thus, the teacher's readiness for innovative activities is determined by the formation of motivation, knowledge, skills, skills, professionally and personally significant qualities necessary for the development and introduction of pedagogical innovations.

The personal readiness of the teacher for innovative activities, in our opinion, is represented by motives, focus, level of aspirations, self-esteem. Theoretical readiness consists in mastering the foundations of pedagogical innovation and presupposes the mastery of theoretical activity, which manifests itself in an innovative style of thinking. Leading components theoretical readiness are the constructive and gnostic activities. Both types of activity imply the formation of the teacher's analytical, prognostic, projective, reflective skills.

RESULTS AND DISCUSSION

Thus, as a result of the analysis, taking into account the peculiarities of innovative activity in education, we have identified the main criteria for the teacher's readiness for innovative activity, namely:

- the teacher's acceptance of innovation as a personal value, the presence of a need, the conviction of the need to work in an innovative mode and responsibility for the results of their work;
- theoretical knowledge in the field of pedagogical innovation;
- practical abilities and skills in the use of innovative techniques, methods, means, teaching technologies (IASECHKO, SHELUKHIN, MARANOV, 2021).

Discussing the issue of teachers' readiness to carry out innovative activities, it should be noted that among the leading personality traits, along with competence, innovative activity becomes equally important, which manifests itself in the degree of intellectual initiative, in the increasing dynamics of creative activity. Innovative activity presupposes that the subject goes beyond the limits of activity within the framework of norms.

In the basis for the development of criteria and parameters of the teacher's readiness for innovative activity, we have put the concept of "personality", tk. personal development entails professional development. Therefore, in the first place we put a block of personal qualities, on the second - professional, which are manifested through a number of readiness for innovation. Based on these criteria and parameters, it becomes possible to draw up programs for preparing a teacher for innovative activities and accompanying this activity at different levels; conduct performance monitoring studies the formation of the teacher's innovative competence.

CONCLUSION

Thus, the formation of the teacher's innovative competence is the result of the systematic implementation of the model, pedagogical conditions that ensure the teacher's readiness for innovative activities. Problems of the functioning of the space of lifelong education in the context of the formation of the teacher's innovative competence.

Adequate methodological and informational equipment educational process at the stage of professional training. Obviously, in order for a student to independently extract knowledge from sources, he must have direct and open access to them. Therefore, the university library should have in its funds large and constantly growing arrays of classical and modern literature on the disciplines taught, and, preferably, not only the one that was published and published in Ukraine. Qualification of the teaching staff. In the conditions of the functioning of the regional space of lifelong education, the faculty is required to have a higher professional qualification. We need new skills and abilities, the ability to work individually with the student and listener.

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Requirements of readiness of the teacher for innovative activity in the context of formation of his professional competence

Requisitos de prontidão do professor para a atividade inovadora no contexto da formação da sua competência profissional

Requisitos de preparación del docente para la actividad innovadora en el contexto de la formación de su competencia profesional

Resumo

A base metodológica do artigo são as ideias principais abordagens sistêmicas, atividades-pensamento sistêmicas, baseadas nas competências e sinérgicas, permitindo considerar a competência inovadora do professor como um profissional e pessoal integral, uma característica que determina a qualidade da atividade, refletindo a prontidão pessoal, teórica e prática para introduzir inovações (ou seja, para desenvolver e implementar imagens fundamentalmente novas de conteúdo e tecnologias de aprendizagem) e é expressa na capacidade de agir com sucesso em ambiente profissional constantemente atualizado.

Palavras-chave: Ensino inovador. Ensino superior. Tecnologia de ensino.

Abstract

The methodological basis of the article is the main ideas systemic, systemic-thought-activity, competence-based and synergetic approaches, which allow considering the teacher's innovative competence as an integral professional and personal, a characteristic that determines the quality of activity, reflecting personal, theoretical and practical readiness to introduce innovations (i.e., to develop and implement fundamentally new images of content and learning technologies) and is expressed in the ability to successfully act in constantly updated professional environment.

Keywords: Innovative teaching. Higher education. Teaching technology.

Resumen

La base metodológica del artículo son las ideas principales. Enfoques sistémicos, sistémicos-pensamiento-actividad, basados en competencias y sinérgicos, que permitan considerar la competencia innovadora del docente como un profesional integral y personal, una característica que determina la calidad de la actividad, que refleja la disposición personal, teórica y práctica para introducir innovaciones (es decir, para desarrollar e implementar imágenes fundamentalmente nuevas de contenido y tecnologías de aprendizaje) y se expresa en la capacidad de actuar con éxito en Entorno profesional en constante actualización.

Palabras-clave: Enseñanza innovadora. Educación superior. Enseñanza de la tecnología.



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