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Readiness of future teachers for the implementation of innovative techniques as an issue of pedagogy

Abstract

The article studies the issue of formation of readiness of future teachers for the implementation of innovative techniques. The article specifies the essence of such terms as "readiness for the implementation of innovative techniques", "innovation orientation of a teacher's activity". The topicality of these terms is determined by the requirements of contemporary education and the necessity of forming professional competencies of future teachers

Keywords: "professional readiness", "training", "readiness", "willingness to implement innovative techniques", "motivation".

Based on the idea that a teacher is not just a profession the essence of which is to transfer knowledge but a noble mission of the creation of *an individual and consolidation of a man in a man*, the goal of teacher training is presented as a *continuous general and professional development* of teachers of a new type. It is characterised by:

- high civic engagement and responsibility, ability to critically evaluate the current situation in the education system, the willingness to work in a changing environment;
- the need to teach, commitment to continuous improvement;
- intelligence, spiritual culture, the desire and ability to work in collaboration, the ability to create a favourable atmosphere in the team;
- high professionalism, innovative nature of teaching activity.

These characteristics reflect the professional competence of the teachers, their individual competence and commitment to innovation in the changing conditions of the modern educational process in different types of schools.

The notion of "professional readiness" is considered in the works of many scholars and educators (K.M. Durai-Novakova, L.V. Kondrasheva, A.I. Mishchenko, V.A. Slastenina, N.D. Khmel and others). Most of them are inclined to consider the training of students for the formation of professional qualities, including readiness for different activities, as a process that has its own characteristics and patterns. In view of this understanding, the terms "training" and "readiness" are not treated as synonyms, although



together they are very closely related, interdependent and mutually dependent. The authors explain it by the fact that one or another quality of professional readiness is largely determined by how he was trained. Therefore, the term "training" means a dynamic process the ultimate goal of which is to create such a professional quality that "readiness" implies (V.A. Slastenin, E.P. Belozertsev, K.N. Mukasheva). The study of dictionary definitions leads to the conclusion that the term "training" enriches the concept of "readiness", indicating that the training for the profession is nothing else than the formation of readiness for it. Professional readiness, therefore, represents the initial and most important condition for the realisation of potential possibilities of each individual, the result and purpose of training, as well as the training process. This emphasises the dialectical character of readiness as a quality, a state and a dynamic process.

The above mentioned concepts of "training" and "readiness" enable us to determine the "readiness for the implementation of innovative techniques" as a complex integrative professionally significant quality of a teacher that characterises an innovative direction of their teaching activities, providing a constructive problem solution of the holistic pedagogical process and the personal growth of a teacher.

However, the "willingness to implement innovative techniques", in our opinion, is a complex of the formed personal qualities of a teacher that ensures the productivity of the implementation of innovative techniques in educational institutions.

The main features that characterise the formation of this readiness, in our opinion, are as follows:

- the presence of the target setting for the implementation of innovative techniques in the pedagogical activity; a distinct innovative focus of future teachers' activity, in particular, understanding of the importance of innovation processes in learning, the desire to learn new ideas and trends in education;
- the depth and fullness of knowledge about innovative techniques, methods of their adaptation and implementation features;
- the formedness of professional and pedagogical skills;
- the development of a reflective position necessary for self-improvement.

Training future teachers to implement *innovative techniques*, the result of which is the readiness for this type of professional activities is carried out in the course of general training and shares components with it. At the same time, it has its own specific features due to the nature of teaching activity and the requirements for a person who performs it. According to the leading ideas of a personality - activity theory (A.N. Leontiyev, L. S. Vygotsky, S. L. Rubinstein et al.), the methodological basis of defining the structure of the teacher's readiness to use innovative learning techniques should consider this structure as a set of three interrelated components, filled with quality features and parameters:

- a motivation component that expresses the conscious attitude of a future teacher to innovative learning techniques and understanding their role in solving urgent problems of education;
- a content-operational component that combines a set of knowledge of future teachers about the essence of innovative learning techniques and a complex of skills for the implementation of learning techniques in the structure of their own professional activity;
- a reflexive component characterising awareness and critical analysis of their own activities, an innovative teaching style, correction of their activities by future teachers.

We think a motivational component has a special status, as a motivational - value relation in the implementation of new ideas, a new learning technique is determined by not only concern over its effectiveness, it is based on a professional motivation – satisfaction with the very process of implementing innovations. A value attitude to innovation and the constant need to find something new in creative and transformative activities are considered in the overall structure of personal attitudes, needs and motivations of a future teacher who is ready to carry out educational activities in the innovation mode.



The basis for defining a motivational component was a statement saying that the behavioural, operational aspect of the position is encouraged and regulated by the motivational basis of the personality, expressing a conscious attitude to the work, defining the orientation of the individual at certain objects and ways of interacting with them.

According to R.S. Nemova, motivation explains the "purposeful action, organisation and sustainability of integrated activities aimed at achieving a certain goal." A motive, in contrast to the motivation, "is what belongs to the subject of behaviour; it is a sustainable personal property that encourages you from inside to perform certain actions" [1].

The works by P.K. Anokhin, A.N. Leontyev, B.F. Lomov state that any activity is a system of actions that comply with a particular motive. It is the motive, even if it is not recognised or falsely perceived by the subject, that is the main thing that distinguishes one activity from another, determines its specific quality. Every single act constituting activities is aimed at achieving a better understanding of the intermediate result, that is, the goal. Thus, if the motive answers the question: what the activity is done for, then the purpose answers the question of what must be obtained in the course of the act.

There can be more than one motive. Any activity, including teaching, would relate to more than one motive and is thus polymotivated. But as a rule, in the hierarchical organisation of motives it is possible to identify one main motive, which stains all activities and gives them a certain sense. According to Leontyev, it is the motives that encourage activity, which, in turn, characterise the orientation of the person. Some psychologists think that orientation is the system of motives (S.L. Rubinstein, L.I. Bozhovich), some – the dominant relationship of a personality to the activity, to the world, to yourself (V.N. Myasishchev), and others – such mental properties that define human activities, its general direction (V.S. Merlin). It follows that the orientation of the individual that determines their position in life has an impact on the effectiveness of the activities.

The above mentioned makes it possible to identify that the training of future teachers to implement innovative techniques involves the formation of a kind of orientation – innovative and it requires an examination of the concept of "innovative orientation of a teacher's activity".

According to V.S. Merlin, "orientation is the core of the personality that determines its originality as a social being" [2]. This allows us to define the concept of "innovation orientation of a teacher's activity" as a system of leading motives, attitudes, expressing the interests, the needs and aspirations of a teacher, determining their attitude, "inner attitude" for innovation in teaching practice. In other words, the innovative nature is the uniqueness of the activity of a teacher that allows characterising them as a teacher-individual and determines their socially significant innovative behaviour at the moment. It is an innovative orientation of a teacher that provides their professional suitability to the current situation in the education system.

One of the motivational formations is need. In the psychological and pedagogical research need is understood as a precondition of motivational orientation. Its essence is reflected in the interest as the individual form of expression. Therefore, it is also necessary to distinguish such a motive as cognitive interest. In the studies by Y.S. Filkov, V.N. Lipnik, Y.Y. Levkov it is noted that cognitive interest, which is based on the desire to acquire knowledge, is the dominant motive of any activity and it fosters orientation of the individual.

Educational interests of a teacher, oriented at the implementation of innovative learning techniques, in this case revolve around:

- the need for a scientific understanding of diverse aspects of innovative processes in education;
- the need for understanding knowledge, personal experience, determining readiness for innovation, the formation of one's position in relation to the problems and possible innovations in education;
- the need to use the knowledge in one's own practice in the implementation of innovative learning techniques and to improve it constantly.



Thus, the readiness of future teachers to implement innovative learning techniques is characterised by its innovative orientation and defines the system of their views, attitudes to innovation in the education system and is the basis of their self-development and professionalism. It forms the motivation for effective orientation on the personality development of students through advanced learning techniques.

To assess the degree of fullness, content, activity of a motivational component of the considered readiness we distinguish three indicators as criteria:

- cognitive interest in innovative learning techniques;
- personally - meaningful sense of the application of innovative learning techniques in the pedagogical process;
- formedness of innovation-oriented teaching activities of a future teacher.

The level of motivation is directly related to a content-operational component of a teacher's professional activity, which along with a motivational component is included in the management part of the action. This component is a consequence of cognitive activity and is characterised by the amount of knowledge (breadth, depth, consistency) formed on the basis of their practical skills, thinking style of a teacher, in general, being an indicative basis of the activity.

Professional - pedagogical knowledge of the teachers oriented at the application of innovative learning techniques can be represented as data about methodology basis of learning techniques, their essence, features and different approaches to the classification, characteristics of learning in educational institutions and ways of implementing innovative techniques in it. These skills are considered the basis for orientation in a variety of learning techniques that is a prerequisite for their optimal use in practice.

It should be noted that in our case, there are three major features of knowledge: its awareness, critical processing and effectiveness. Therefore, only when the knowledge of innovative techniques is fundamentally comprehended and acquired as a result of deep thinking activity, it can become the property of the individual and be properly used in practice and become effective. Such knowledge enables future teachers to use innovative learning techniques in practice, to solve a wide variety of educational and training tasks, receive new knowledge based on their use. Thus, knowledge is not simply transferred, it is produced in the course of activity of a student, and in the implementation of such activities when readiness for the implementation of innovative techniques is formed.

A new view concerning the role of teachers, their new changed and increased functions require not only the acquisition of knowledge, but also the formation of practical skills of professional activity. They allow you to identify and describe the methods of action in the activity of future teachers, which is characterised by their readiness to the implementation of innovative techniques.

There are two levels of skills – an elementary level and proficiency skills. While elementary skills are primary and appear at the initial stage of application of knowledge or by imitation, proficiency skills develop as a result of a more or less long experience. Proficiency skills are expressed in the ability to freely operate the knowledge and skills to carry out the objectives successfully.

Training and implementation of innovative techniques is a complex activity, so there is a reason to believe that elementary skills acquired through observation and imitation are not sufficient for successful activity. Only practical participation of future teachers in the implementation of innovative techniques in the period of teaching practice will provide them to acquire proficiency. Thus, the readiness to accept and acquire new learning techniques, new methods of organising the learning process, the ability to implement them in practice quickly is determined by the formation of higher-level skills – proficiency skills.

Thus, the main criteria indicator of a content-operational component of readiness of future teachers to implement innovative learning techniques is the level of forming specialised



knowledge about innovative learning techniques and practical skills in the educational process with the use of learning techniques.

The most important and necessary component in the structure of readiness of future teachers to implement teaching activities, which also presupposes the implementation of innovative learning techniques, is a reflective component. It characterises the learning and critical analysis of the activities, the correction of the activity by a teacher.

In the current research an emphasis is made on the development of reflexive mechanisms of thinking of a teacher as one of the most important conditions of awareness, critical analysis and constructive improvement of their activity.

According to V.P. Zinchenko, the object of reflection is not only the basis of mental activity, but also the ways of regulating a person's own behaviour, actions, the very process of reflection, and finally one's own or personal consciousness. B.G. Ananiyev believes that reflective properties are most closely related to the objectives of life and activities, values, attitudes, performing the function of self-regulation and development control, contributing to the formation and stabilisation of the personality integrity.

Man's ability to reflexively treat yourself and your activity is the result of the acquisition of social relations between people. On the basis of interaction with other people, when a person tries to understand the thoughts and actions of others, they are able to treat themselves reflexively. Therefore, search, acquisition and application of the known learning techniques, analysis of the obtained results and their own individual style of teaching can lead to the creation of new techniques by a teacher as the learning activity. It is therefore necessary to create such situations: learning - professional activities, which actualise their reflexive activity, form a positive self-perception, stimulate the processes of self-affirmation. In our work, a reflective component of the studied readiness involves the formation of future teachers' adequate self-esteem of their readiness for the implementation of innovative techniques in the educational process and its compliance with the best models.

The analysis of a reflective component of readiness of future teachers to implement innovative learning techniques allows us to distinguish the formedness of a reflexive position of a future teacher, their positive self-perception, promoting self-improvement as criteria indicators.

Thus, the readiness of future teachers to use innovative learning techniques should be considered as a set of three interrelated components: motivational, content - operational and reflexive.

The criteria indicators are the leading elements of the structure of the studied readiness, the development of which can serve as an indicator of the importance of both individual components and the studied integral education as a whole: motivational and value attitude to the implementation of innovative techniques; acquisition of theoretical knowledge and practical skills for the implementation of innovative techniques, the formation of a reflexive position of a future teacher.

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- 1 Nemov R.C. Practical psychology: study guide. – M.: Vldos, 1997. – 320 p.
- 2 Merlin V.S. Essays on personality psychology. – Perm, 1959. – P. 72

ТҮЙІН

Мақалада болашақ мұғалімдердің инновациялық технологияларды жүзеге асыру даярлығын қалыптастыру мәселесі қарастырылады, «инновациялық технологияларды жүзеге асыруға даярлық», «мұғалім іс-әрекетінің инновациялық бағыттылығы» ұғымдарының



нақтыланады. Олардың өзектілігі қазіргі білім берудің талаптарымен және болашақ мұғалімдердің кәсіптік құзыреттілігін қалыптастыру қажеттілігімен анықталады.

РЕЗЮМЕ

В статье рассматриваются вопросы формирования готовности будущих учителей к реализации инновационных технологий обучения, уточняется сущность понятий «готовность к реализации инновационных технологий», «инновационная направленность деятельности учителя». Их актуальность определяется требованиями современного образования и необходимостью формирования профессиональных компетенций будущего учителя.