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READINESS TO INNOVATIVE ACTIVITY IN THE PROCESS OF PEDAGOGICAL PRACTICE AS AN IMPORTANT PROFESSIONAL QUALITY OF FUTURE TEACHERS

Визначено термін «готовність до інноваційної педагогічної діяльності» як особистісно-професійну якість, що характеризується усвідомленням значущості та зацікавленості студента здійснювати інноваційну діяльність на інноваційних засадах, наявністю мотивації з одночасним набуттям спеціальних знань, умінь, які забезпечують організацію інноваційної педагогічної діяльності; потребами творчої само реалізації і професійного вдосконалення. З'ясовано, що під час проходження педагогічної практики у ВНЗ відбувається формування готовності до інноваційної діяльності майбутніх учителів. Визначено структурні компоненти готовності до інноваційної педагогічної діяльності. Виокремлено педагогічні умови формування готовності студентів до інноваційної педагогічної діяльності у процесі педагогічної практики.

Ключові слова: інноваційна діяльність, педагогічна практика, професійна якість, майбутній учитель, готовність до інноваційної діяльності, педагогічні інновації, педагогічні технології, інноваційна компетентність.

The problem in general. The modernization of higher education in Ukraine under the conditions of its entry into the European educational area focuses on the search for innovative approaches to improve the quality of education, meet new educational and pedagogical issues and active implementation of educational innovations in practice. In the innovative transformation the informational globalized society puts forward high demands to the level of theoretical knowledge and practical teacher training, including its innovative competence, innovative thinking, innovative culture and innovative educational activity. Teacher readiness to innovative activity is the ability to develop and implement pedagogical innovations in the educational process.

Pedagogical innovation is the introduction of something new into the educational process: into the objectives, content, forms and methods of cooperation between teachers and students in the classroom and so to improve the educational process. However, pedagogical innovation does not occur without creative efforts, and it is the result of scientific research, advanced educational experience. A teacher has to solve the problems associated with the necessity of combining innovative programs of public education and training programs. They require fundamentally new methodologies, new level of pedagogical innovation. So, one of the important qualities of a teacher and the condition of success as a

professional is his readiness to innovative activity. In its turn, future teacher readiness to innovative activity appears as a necessary component of his professional readiness.

Successful innovative activity implies that the teacher is aware of the practical value of various innovations and appropriateness of their use in education not only on professional, but also on a personal level. Unfortunately, nowadays teachers carry out innovative activity without professional and personal readiness to it only due to the lack of experience of doing this activity, which any future teacher can get during the pedagogical practice while studying at higher educational establishments.

Current research analysis. In foreign and native science the questions of future teacher innovative educational activity are outlined in the studies of K. Angetovski, H. Barnett, V. Bykov, I. Dychkivska, V. Kremen, O. Ogienko, A. Pidlasij, I. Pidlasij, O. Savchenko V. Slastonin, L. Vashchenko, I. Zyzayun and other scientists.

There are scientific works relevant to the problem of student readiness to innovate activity by A. Abdullina, A. Bartko, J. Bludova, L. Bulatov, A. Zhukov, L. Kovalchuk, K. Makogon, T. Perekrostova, D. Khaustova, L. Khomych and scientific thesis by I. Gavrish, N. Kazakova, N. Klokar, A. Kozlov, I. Chorney.

The purpose of the article is to study future teacher readiness to innovative activity in the process of pedagogical practice, its structure, level indicators, criteria and conditions of its formation.

The methodological basis of the study is scientific understanding of psychological and pedagogical views on educational innovation (K. Angelovski, I. Dychkivska, V. Bykov, V. Zahvyazynskyy); leading scientists ideas to forming future teacher readiness to innovative activity and his implementing innovative pedagogical techniques (I. Gavrish, A. Piechota, O. Savchenko); statements according to the student pedagogical practice organization at higher educational establishments (A. Abdullina, A. Bartko, V. Slastonin, L. Khomich, I. Chorney).

Methods. For the purpose of the study the following methods are used systematic analysis of philosophical, pedagogical and psychological scientific literature, researching and summarizing of educating experience; test, questionnaire, interviewing.

The main ideas. The implementation of pedagogical innovations accompanies certain problems of future teacher activity during his training at the university. First, the lack of science and practice combination creates an artificial stimulation of innovation development, lack of its practical using causes wrong motivation to studying; incorrect psychological understanding of educational process leads to disruption of pedagogical principles; excessive informational content of disciplines makes difficult for students to separate main material from the secondary; lack of understanding the technology flexibility limits the creative approach to its using; lack of diagnosis gives bad

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calculation of lessons (I. Pidlasyy). Therefore, the general interest to issues of teacher training to innovative activity remains increased.

Let's study the scientists' views on the nature of innovative activity. First, it is defined as the creation of new ideas, which implementation changes and improves the traditional forms and methods of educational process, resulting in innovative action. Secondly, it is described as the highest level of pedagogical creativity, process of generating innovative ideas and their implementation and dissemination, updating educational theory and practice, as alternative to conservative, steady and authoritarian activity style, creative approach to solving usual professional problems (J. Budas). Thirdly, this term is defined as activity of development, searching, studying and using the innovations and their implementation (K. Makogon).

T. Perekrostova considers innovative activity as pedagogical activity with certain aim based on realizing own practical educating experience to achieve the best results, obtaining new knowledge, qualitatively different pedagogical practice [3].

Modern scientists define professional readiness as the natural result of special training, education and self-education, upbringing and self-upbringing and define it as mental, activity-active state of the individual, sophisticated quality, integrated system of characteristics regulating professional activity and ensure its effectiveness [1, 53].

We agree with A. Bartkiv that readiness to innovative educational activity is a personal condition, which implies that the teacher has motivational and value attitude to the professional activity, possession of effective ways and means of achieving educational goals, ability for creativity and reflection.

Many of the problems which teachers usually face to are associated with low innovative competence. By A. Bartkiv, innovative competence of the teacher is a system of motivation, knowledge, skills, personal teacher qualities, providing efficiency of using new pedagogical techniques while educating pupils» [1,53].

The essence similarity of the concepts «readiness to innovative educational activity» and «innovative teacher competence») has let us interpret the term «readiness to innovative educational activity») as formed future teacher competence of best solving educational problems in the context of implementing, disseminating, creating pedagogical innovations which is systematically implemented in motivational, cognitive, creative, reflective and technological components.

Let's study the structure of future teacher readiness to innovative activity which consists of interdependent and interconnected components.

The motivational component expresses the conscious teacher attitude to innovative technologies and their role in solving urgent and current problems of pedagogical education. The indicators of motivational component of

readiness to innovative educational activity are cognitive interest to innovative pedagogical technologies and personal aspirations for their application.

The cognitive component combines a set of teacher knowledge about nature and features of innovative pedagogical technologies, their types and characteristics, as well as a set of skills of using innovative educational technologies. The indicators of the formed cognitive component are methodological knowledge; theoretical and methodological knowledge; the ability to apply innovative educational technologies successfully; positive educational experience.

The creative component is implemented in innovative (non-standard) solution of educational problems, improvisation, impromptu, as it has creative features of innovative activity. The indicators of creativity is the ability to create a new, innovative approach to the educational process, the ability to solve any professional problems creatively, the ability to develop children creativity. The creative component of readiness to innovative activity manifests through the future teacher ability to develop and use pedagogical innovations through flexibility, critical thinking, imagination.

The reflexive component includes the formed future teacher pedagogical «self-concept» that focuses on the result of mastering its social and educational relations with students, parents and colleagues. Realizing and analyzing the effects of own activities by a teacher, implements through reflexive processes such as self-understanding and understanding others, self-evaluation and evaluation of others, self-interpretation and interpretation of others. The indicator of the reflective component in the structure of readiness to innovative educational activity is the level of teacher evaluation himself as the subject of innovative activity.

Knowledge of innovation in education, modern educational technologies, researching innovative educating experience, skills and abilities required for mastering, development, implementation and dissemination of educational innovation refer to the technological component. The indicator of the technological component is algorithmic of teacher educational actions in the application of innovative educational technologies.

The structure of future teacher readiness to innovative educational activity consists of intuitive, reproductive, search and creative levels [2].

1. The intuitive level of formed readiness to innovative educational activity. Teachers at this level relate to innovation issues as alternatives to traditional educational practice. The basis of this attitude is only an intuitive readiness for perception of new, but not deep theoretical knowledge of innovative activity features. Teacher reflection is not formed at this level.

2. The reproductive level of formed readiness to innovative educational activity. This category of teachers is well aware of the theoretical principles, content, specific methods of educators and innovators, but they use elements of these systems in their own educational activities situationally.

3. The search level of formed readiness to innovative educational activity. Teachers of this group tend to work in new ways, introducing known technologies in their activities. They are willing to experiment, they do not hide any of their success or mistakes, they are open for public discussion of pedagogical innovations.

4. The creative level of formed readiness to innovative educational activity. These teachers are creative to innovative educational activity, have profound and substantial knowledge about new research and innovative approaches to teaching and educating, use the latest technologies and create their own. Realization of creative potential in the innovative process is the most important guide of activities for many teachers of this level.

B. Slastonin defines the following criteria of teacher readiness to innovative activity: awareness that innovative activity is necessary, readiness to creative innovative activity at school; confidence that the innovation will lead to positive results; consistency of personal goals and innovative activity; readiness to overcome creative failures; level of technological readiness to perform innovative activity, positive evaluation of own previous experience in the way of innovative activity; ability to professional reflection [4].

Following A. Bartkiv, prepared to innovative professional activity teacher has such professional and personal qualities: formed pedagogical «self-concept»; skills to formulate educational goals of disciplines and specific methods in a new way to achieve and reinterpret them during educating; ability to build an entire educational program that takes into account the individual approach to children, educational standards, new pedagogical trends; correlation of contemporary reality with the requirements of student-oriented education, adjustment of the educational process on the criteria of innovative activity; ability to see the individual abilities of children and to teach according to their characteristics; skills to organize training and education productively, that is using innovative technologies, foster the student development; possession of technologies, innovative forms and methods of educating that require skills based on personal experience and pupil motivation to be a co-creator of the goal, be interested in it and be a competent assistant in correlation the goal and objective results, use children available forms of reflection and self-evaluation; ability for personal creative development, reflective activity, awareness of the importance, actuality of own innovative search and discovery [1,54].

In fact that readiness to innovative educational activity is an essential part of future teacher training; we note that it should be formed during the pedagogical practice. I. Chorney defines a number of pedagogical conditions for students to optimize future teacher innovative educational activity during pedagogical practice. We agree with the researcher that pedagogical conditions of formation of future teacher readiness to innovative activity during the pedagogical practice at pedagogical universities are: awareness of the purpose

and significance of this activity, the desire of its implementation, a sense of success of the results; students focusing on innovative activity, researching the best educational experience of using innovative technologies, methods and techniques of education; developing abilities to overcome the difficulties that accompany the implementation of innovations in educating practice; providing person-oriented approach in practical training by recognizing individual value and student individual priority, giving him the choice of individual path in arranging and conducting educational activities, showing personal potential through individualizing and differentiating tasks of pedagogical practice [5,11-12].

Conclusions. Scientific literature analysis has allowed to define the term «readiness to innovative educational activity» as a personal and professional quality characterized by awareness of the importance and student interest to carry out educational activity on the basis of innovation; availability of motivation, professional knowledge and skills that ensure the organization of innovative educational activity; requirement of creative self-realization and professional development. It has been found that the formation of future teacher readiness to innovate activity is held during the pedagogical practice at universities. The structural components of readiness to innovative educational activity are defined. The pedagogical conditions of future teacher readiness to innovative educational activity during pedagogical practice are determined.

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РЕЗЮМЕ

Калюжная Т. Г., Радченко Ю. Л. Готовность к инновационной деятельности в процессе педагогической практики как важное профессиональное качество будущего учителя.

8 *исследования определены термин «готовность к инновационной педагогической деятельности» как личностно-профессиональное качество, характеризующееся осознанием значимости и интересом студента к обучению и воспитанию учащихся на инновационных началах; наличием мотивации с одновременным приобретением специальных знаний, умений, которые*

воплощаются в организацию учебно-воспитательной работы; потребностями творческой самоактуализации и самореализации. Выяснено, что педагогическая практика развивает творческую активность и самостоятельность студентов, способствует формированию их как социально активных личностей с инновационным потенциалом. Определены структурные компоненты готовности к инновационной педагогической деятельности: мотивационный, когнитивный, креативный, рефлексивный и технологический. Также указаны педагогические условия формирования готовности к инновационной педагогической деятельности будущих учителей в процессе педагогической практики.

Ключевые слова: инновационная деятельность, педагогическая практика, профессиональное качество, будущий учитель, готовность к инновационной деятельности, педагогические инновации, педагогические технологии, инновационная компетентность.

SUMMARY

Kaljuzhna T., Radchenko J. Readiness to innovative activities in the process of pedagogical practice as an important professional quality of future teachers.

The article deals with the theoretical bases of forming the future teacher readiness for innovative educational activity in the process of pedagogical practice. Nowadays the readiness to innovative educational activity is one of the most important qualities of a teacher and the factor of his successful professional activity. The aspects of teacher readiness are considered to innovative activity taking into account modern priorities of education.

Teacher's readiness to development, testing and implementation pedagogical innovation in the educational process appears as a necessary component of their professional readiness. The term (readiness to innovative educational activity) is defined as a personal and professional quality, characterized by awareness of the importance and students' interests to the training and educating pupils on the basis of innovation; presence of motivation while obtaining special knowledge, skills, which are embodied in the organization of educational work; requirements to creative self-actualization and self-realization. It has been found that teaching practice develops the students' creativity and independence, promotes them as socially active individuals with innovative potential.

The structural components of readiness to innovative educational activity are characterized. Readiness to innovate activity is an integral quality of the individual, and it is characterized by a certain degree of formation of motivational, cognitive, creative, reflective and technological components in their unity, which is manifested in the desire to innovative educational activity, in readiness for its implementation at the professional level.

The pedagogical conditions of students' readiness forming to innovative educational activity during teaching practice are determined. The formation of teachers' readiness to innovative activity is a process that allows the teacher to help in the developing of his values and humanistic orientation, awareness of solving methodology vocational and educational problems, the specific concepts, the ways to implement the conceptual schemes of experience; understanding his results of pedagogical innovations, criteria development of their evaluation and self-esteem.

Key words: innovative activity, pedagogical practice, a professional quality, a future teacher, readiness to innovation, pedagogical innovations, an educational technology, innovative competence.