

The Creative Development's Background for a Modern Teacher Within the Innovation Epoch

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Abstract – The article is devoted to the consideration of the theoretical aspects of studying the psychologically creative readiness of teachers for innovative activities. Psychological and pedagogical studies devoted to the study of this phenomenon are analyzed. An attempt has been made to identify the structure of the teacher's psychological readiness for innovative activity, which will make it possible to determine and develop psychological and pedagogical technologies for its formation among teachers. The concept of the level of pedagogical activity, which requires a restructuring of the motivational sphere of the teacher's personality, his value orientations, goals, attitudes, the hierarchy of external and internal stimuli, orientation, aspirations, interests, is also touched upon. Modern educational policy makes new demands not only on the content and technologies of teaching, but also, first of all, on the personality of the teacher. The teacher is required to be able to realize and transform himself in the process of performing professional activities, to rethink his professional expectations, to feel his involvement in what is happening, to be able to see and predict the results of his work. Only such a teacher is able to solve the urgent problems facing modern education, to create effective pedagogical conditions for ensuring the spiritual and moral development and education of schoolchildren.

Keywords – Preparedness; Psychologically Creative Preparedness; Structure Of Psychological Preparedness For Innovative Activity; Innovative Activity, Creative Approach.

I. INTRODUCTION

Due to rapid and constant changes in the education system of Uzbekistan (the formation of universal educational actions, changes in the requirements for the exam), new requirements are put forward for the personality and professional competence of the teacher, prompting him to actively and continuously participate in innovative activities. There is no doubt that successful pedagogical activity is based not only on innovative approaches, but also on the teacher's readiness to take part in innovative pedagogical work.

At the same time, the pace of changes in the education system does not allow the teacher to consciously and timely rebuild his knowledge and skills, to master new professional experience, the result of which is the "innovative fatigue" of the teacher, which manifests itself in the rejection of innovations or in the imitation of innovative activities.

Almost all teachers see two main components in this concept: this is something new in comparison with the previous one, and this new one is aimed at improving the quality of education. In general, the essence of the definition is indicated quite correctly. In the modern sense, innovation is "the manifestation of new forms or elements of something, as well as a newly formed form, element." Synonymous with innovation is the concept of "innovation".

In pedagogy, the concept of "innovative activity" is considered somewhat deeper and has a wide semantic range. This is a purposeful pedagogical activity based on comprehending one's own pedagogical experience by comparing and studying the educational process in order to achieve better results, obtain new knowledge, introduce new pedagogical practice, this is a creative process for planning and implementing pedagogical innovations aimed at improving the quality education. This is a social and pedagogical phenomenon that reflects the creative potential of a teacher.

As a pedagogical category, this term is relatively young, and this is one of the reasons that there are different approaches to the definition of this concept. The modern pedagogical dictionary interprets this term as follows: "Pedagogical innovation is an innovation in pedagogical activity, a change in the content and technology of teaching and upbringing, with the aim of increasing their effectiveness."

II. MATERIALS AND METHODOLOGY

Currently, in the psychological and pedagogical literature, the problem of psychological readiness for activity is considered from the position of the functional and personal approaches. Within the framework of the functional approach, psychological readiness is understood in its relationship with the psychological functions necessary to achieve high results in activity (E. S. Kuzmin, V. A. Yadov). In the studies of M.I.Dyachenko and L.A. Kandybovich, the dynamic structure of psychological readiness is determined, including the following components:

- 1) awareness of their needs, the requirements of society, team or task;
- 2) awareness of goals, the solution of which will satisfy the needs of the task;

comprehension and assessment of the conditions of activity, actualization of experience, which is associated with solving problems in the past and fulfilling similar requirements;

Based on the experience and assessment of the conditions of EM Kryukov, activities, the most optimal ways of solving tasks are determined;

- 1) predicting the manifestation of their intellectual, emotional-volitional, motivational processes, assessing the ratio of their capabilities, the level of attempts and the need to achieve a certain result;
- 2) mobilization of forces in accordance with the conditions and tasks, self-hypnosis regarding the achievement of goals [1].

According to this approach, the state of psychological readiness has a complex dynamic structure and expresses the intellectual, emotional-volitional and motivational aspects of the human psyche in their relation to the emerging conditions and future tasks. The highlighted components of a person's psychological readiness for activity determine the success of a person's performance of professional functions, while the dialectical unity of long-term and situational readiness is indicated - namely, that long-term readiness is determined by the effectiveness of the implementation of situational readiness in specific circumstances. Researchers M.I.Dyachenko and L.A. Kandybovich also indicate that the most important indicators of long-term readiness are associated with the motivational sphere of the personality and are manifested in the need to successfully complete the assigned task, in interest in the object of activity and the way it is implemented, as well as in the pursuit of success. At the same time, a sense of responsibility, confidence in one's actions, belief in success, self-regulation, mobilization of all forces to solve a task and the ability to concentrate on it are associated with the emotional and volitional components of psychological readiness.

Considering the psychological readiness for innovations in pedagogical activity, E. N. Frantseva defines it as "integrative mental education, representing the unity of the cognitive (knowledge of innovations, ways of their application, etc.), affective (positive attitude to pedagogical innovations, empathy, the predominance of positive emotions in professional activity, etc.) and conative (activity) components, where the activity component acts as a system-forming component, and the main characteristic of the system is creativity" [2, p. 17].

Modern educational policy makes new demands not only on the content and technologies of teaching, but also, first of all, on the personality of the teacher. The teacher is required to be able to realize and transform himself in the process of performing professional activities, to rethink his professional expectations, to feel his involvement in what is happening, to be able to see and predict the results of his work. Only such a teacher is able to solve the urgent problems facing modern education, to create effective pedagogical conditions to ensure the spiritual and moral development and education of schoolchildren.

Preparedness for innovations is such a personal manifestation of the creative style of activity, which in a peculiar way combines a certain personal orientation, aspiration, and the need to introduce new methods and forms of professional activity ("combination" of psychological, theoretical and practical readiness).

A teacher who owns modern pedagogical technologies and has a technological culture should be flexible in using teaching methods and means, be able to modify his professional actions, while developing his own pedagogical technology.

The teacher's readiness to create an author's technology, characterized by the consistency of methodological techniques, the originality of their combination in an integral system corresponding to a single concept and personal experience of the teacher, the author's style of his pedagogical activity is one of the most important indicators of the teacher's personal development, his pedagogical creativity. Pedagogical creativity is a higher level of teacher qualifications. It is connected not so much with the production of new ideas and principles, but with their modernization, modification.

- Only at the highest level of his professional activity-innovation - the teacher puts forward and implements new, progressive ideas, principles, techniques in the process of teaching and upbringing.

- Translated from Latin, the word "innovator" means "renovator", that is, a person who introduces and implements new, progressive principles, ideas, techniques in a particular area of activity.

- An innovative teacher is the author of a new pedagogical system, that is, a set of interrelated ideas and related technologies.

The professional skill of the teacher is polished mainly in practical activities. However, when mastering new pedagogical principles and technologies, a necessary condition is not only the improvement of technical pedagogical techniques, but also the personal self-development of the teacher, the self-actualization of his personality. The process of self-actualization includes the transition of potential human features into actual ones. The dynamics of the transformation of potential features into actual ones acts as the main mechanism of self-development.

I.V. Nikishin noted in his work the following: "The innovative activity of a modern teacher in the system of school-wide methodological work" identifies the following basic psychological requirements for the personality of a teacher mastering new pedagogical technologies:

- variability of thinking;
- empathy (ability with empathy);
- syntony (the ability to tune in to the "wave" of another person);
- Tolerance (tolerance for dissent);
- communication (culture of dialogue).

III. RESULTS AND DISCUSSION

The development of these qualities, a high level of general culture, psychological, pedagogical and technological competence, creative abilities of a teacher. All this contributes to an increase in the level of his readiness for innovation in general and for mastering new pedagogical technologies in particular. Readiness is defined as a condition for the successful performance of an activity, as selective activity that tunes a person to future activity, as a qualitative indicator of the maturity of a teacher's self-regulation, as an active-active state of a person, expressing the ability to solve pedagogical problems, taking into account the specific conditions and circumstances of practical activity.

A teacher who owns modern pedagogical technologies and has a technological culture should be flexible in using teaching methods and means, be able to modify his professional actions, while developing his own pedagogical technology. The teacher's readiness to create an author's technology, characterized by the consistency of methodological techniques, the originality of their

combination in an integral system, corresponding to a single idea and personal experience of the teacher, the author's style of his pedagogical activity, is one of the most important indicators of the teacher's personal development (V.V. Serikov).

As never before, a teacher is now required not only to be able to realize and transform himself in the process of performing professional activities, to rethink his professional expectations, to feel his involvement in what is happening, but also to be able to see and predict the results of his work. The change in the general paradigm of education implies the ability of the teacher to be the subject of his professional development and to fight against professional conservatism, which leads to stagnation in pedagogical activity. A modern teacher is required to be able to translate and constantly enrich his professional experience, revise it in accordance with the changing conditions of the educational environment, master and introduce new technologies into educational practice. Professional stereotypes are an integral reflection of the professional skill achieved. However, if too much of the behavior is based on such stereotyped actions, then this adversely affects its results in the end. Professionalism as a systemic education cannot be in a state of stagnation for a long time. Age and seniority do not free the teacher from the need to work on his professional growth. A modern teacher should strive to perceive the new, not be afraid to make mistakes, feel dissatisfied with the degree of his education. Therefore, dissemination, studying the experience of colleagues has become an integral part of the modern pedagogical community. This process seeks to convey ideas, methods, products and the results of the innovation experience to the target audience. Dissemination allows this practice to be extended to wider masses by adapting, reducing, and sometimes developing various elements of innovation development or the system as a whole.

To solve this problem, informational and permanent seminars, conferences are held, master classes, open lessons by teachers by innovators, training courses for advanced training of foreign language teachers, round tables, creative workshops, business games, trainings, discussions are held, where assessment and support are made. participants in the dissemination process, pedagogical accumulations, generalizations are presented, an examination is carried out. Educators share the products of their innovative experiences. Thus, the methodological service of the section of foreign languages of the UMC, actively spreading various forms of dissemination of professional experience against the background of a decrease in the subjective significance of the individual experience of teachers in the district, ensures their constructive professional development, overcoming conservative professional experience.

In this regard, I would like to especially note the large and effective joint activity of the methodological service of the section of foreign languages and the philological faculty of the Odintsovo Humanitarian Institute, which raises work in this direction to a higher level, gives it flexibility, is dynamic and, most importantly, develops the ability adequate response to the current and future needs of educational practice.

It has become a tradition to hold joint pedagogical forums and events in which both teachers and students, under the guidance of their teachers, and teachers of the district, participate. Joint events are held: round tables, meetings of the regional methodological association of foreign language teachers, scientific and practical Internet conferences. At these joint meetings, the problems of innovative forms and technologies of organizing the educational process, updated methods and techniques for organizing work with students, information and communication technologies are discussed. It is interesting to note that in these forums young specialists share their innovations with great success and desire.

Thus, the district community of foreign language teachers of the Odintsovo district, under the guidance of the methodological service of a foreign language of the educational and methodological center, is reorganizing its work in accordance with the strategic policy of our state in the field of education, directs its efforts to create a school that can reveal the personal potential of children, bring up in them interest in learning and knowledge, striving for spiritual growth and a healthy lifestyle, to prepare students for professional activities, taking into account the tasks of modernization and innovative development of the country.

In the works of V. A. Slastenin, the readiness of a teacher for innovative professional activity is understood as the integral quality of a person, which, being a unity of personal and operational components, ensures the effectiveness of this activity; in the structure of readiness, motivational, creative, technological, reflexive components are distinguished.

The structure of readiness turns out to be identical to the structure of the functional psychological system of innovative pedagogical activity and includes the following components: motives, goals, information basis and program of activities, as well as a decision-making block and a subsystem of professionally important qualities personality.

In her study of psychological readiness for innovative activity as a characteristic of the educational environment, O. M. Krasnoryadtseva notes that "psycho-logical readiness for innovative activity reflects the dynamic characteristics of the multidimensional human life world (initiative as a person's readiness to act in conditions of unpredictability results of activity, rely on one's own strengths (self-confidence) and be responsible for the results; openness to changes; readiness for changes; ease of restructuring) "[3, p. 152].

V.I.Dolgov's factors in the manifestation of readiness for innovative activity include activity, focus, individual psychological characteristics, individual style of activity, attitude, self-concept, value orientations and attitudes, ability to creative activity, innovative important personality traits, professionalism, willingness to take risks. Considering the structure of a teacher's readiness for innovation, we relied on the approach of V. A. Slastenin and L. S. Podymova, according to which the teacher's innovative activity has four components: motivational, creative, technological and reflective. [4, p. 152].

Having analyzed the existing approaches to the study of psychological readiness for innovative activity and its components, taking into account the possibilities of psycho-logical support of its development, we think it expedient to single out the following components of psychological readiness for innovative activity:

- 1) motivational component - attitude to pedagogical innovations, as well as the teacher's motivational readiness to improve their own professional activities;
- 2) the cognitive component - the teacher's knowledge and ideas about innovative technologies and about their own innovative potential;
- 3) volitional component - the ability to arbitrarily control one's actions, feelings, behavior in conditions of innovative activity;
- 4) the reflective-evaluative component - self-control and reflexivity, necessary for the teacher to comprehend the experience of his own innovative activity;
- 5) personal qualities that contribute to the inclusion of a teacher in innovative activities (tolerance to uncertainty, intellectual lability, stress resistance, mobility, creativity). [5, p. 20-23].

The pedagogical process, built taking into account the modern educational needs and characteristics of students, stimulates the interest of students in academic subjects, contributes to an increase in academic performance, the development of professional competencies of a teacher.

Recently, the desire of theorists and practitioners to study reflection, along with the individual experience of innovators, problems of a theoretical and methodological nature related to innovations, creative pedagogical activity and the personality of a teacher (L.I. Antsiferova, E.V. Bondarevskaya, A.V. Brushlinsky, V.S.Dudchenko, V.P. Kvasha, etc.) Innovative activity is implemented largely due to the existing psychological readiness for it (G.V. Golovin, V.I. Zagvyazinsky, L.M. Mitina, etc.)

Turning to the analysis of the problems of higher education inevitably raises the task of assessing and developing the foundations for the formation of psychological readiness for innovative activities of future teachers. This task has a deep social and pedagogical meaning, since the success of transformations in educational practice and the prospects for the development of educational institutions depend on its solution.

The growing need of society for a new quality of education is a powerful and dynamic factor that prompts researchers to deal with the problems of innovation in new conditions.

The relevance of the psychological support of innovative processes in education follows from the state of practice, the analysis of which gives the right to single out several circumstances. First, a reference point was taken to modernize the content of teacher education and the training of current teachers should be brought in line with the adopted program for the modernization of teacher education (1991), a new educational paradigm, which are based on the ideas of humanization, fundamentalization, humanization, technologization, providing a personal orientation of the process training, optimization of the structure and organization of professional training of teachers, improvement of its content, forms, etc. According to modern methodologists, theorists and educational practitioners, the implementation of these ideas will be able to provide training for specialists capable of working in a new civilization. Secondly, the educational system that existed earlier had a number of indisputable achievements, which is recognized throughout the world, and therefore Uzbekistan, creating its own education system, objectively cannot abandon the

positive legacy. When creating a new education system, it is necessary to determine what of this experience should take place in the new educational system. Consequently, there is an objective need to comprehend the problem of psychological readiness for pedagogical activity in new conditions [11, p. 95-97].

Modern conditions are distinguished by the great dynamism of social processes, which makes special demands on the teacher, who cannot rely in his activities on established dogmas and the use of accumulated technologies. However, as A.B. Orlov, according to the most optimistic estimates, the number of advanced creative teachers is no more than 10%.

It is the personal approach to changing pedagogical activity that creates the conditions for the teacher's interaction with those innovations that irreversibly capture the sphere of education in their orbit [10, p. 414-419].

One of the mechanisms of the teacher's activity in these conditions is the willingness to innovate as a factor that allows the future teacher to thus build his own vector in order to be prepared for various variations of changes in the course of educational practice. The system of training teachers within the framework of professional education, various approaches to organizing the training of specialists, the effectiveness and quality of the result of the readiness of future teachers to innovate are experiencing a number of objective contradictions between:

- The real need for the correspondence of the teacher training system in the conditions of the university to the variability of educational practice;
- The presence of a multi-level system for training pedagogical personnel and an unclear definition of what type of educational institution and to what extent forms the teacher's readiness for the need to carry out innovative activities;
- The functioning of the existing system of teacher training in college conditions and changes in the socio-cultural requirements for activities in various educational systems;
- The level of preparation of a teacher for a certain type of pedagogical activity and an increase in socio-pedagogical mobility as a condition for a less painful entry into the dominant type of society, type of culture;

IV. CONCLUSION

These contradictions determine the nature of the study of the process of formation of the future teacher's readiness for innovative activities in domestic pedagogical thought.

Innovative activity as a component of pedagogical culture was studied by K.A. Abulkhanova-Slavskaya, E.V. Bondarevskaya, V.A. Kan-Kalik, N.D. Nikandrov, V.A. Slastenin, V.V. Serikov, M.M. Potashnik, I.P. Rachenko, N.S. Podymova and others.

In addition, modern Western pedagogy has developed such a procedural and instrumental mechanism for the formation of a teacher's readiness for innovative activities, which allows, to a certain extent, to fix this level, which is reflected in a number of works by P. Vantsvaig, N. Dickenson, A. Ksenzius, N. Cross, E. M. Rogers, E. P. Torrance, etc. These and other studies have made it possible to strengthen the elements of the socio-technological type of a specialist in the training of a specialist, which leads to the need to reorient the system of training pedagogical personnel to this type of teacher as a professional capable and ready to carry out activity in a probabilistic type of society [9, p. 627-631]

The draft national program for the development of education in Uzbekistan aims the teacher training system at creating such an organizational and methodological mechanism that would meet modern requirements for a teacher.

In this context, I would like to identify one of such mechanisms, which creates the preconditions for the formation of the teacher's readiness to adequately respond to the message of reality. As a result, the relevance of our research is due to: a) the need to identify and study the content and structure of the future teacher's innovative activity in the context of the probabilistic type of socio-economic development of Russian society in general and education in particular; b) determination of such methodological foundations that would ensure the readiness of the future teacher for this type of activity; c) making the process of formation of the future teacher's readiness for innovative activities sustainable.

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