

FORMATION OF TEACHERS' READINESS OF THE KRYVYI RIH STATE COMMERCIAL-ECONOMIC TECHNICAL SCHOOL TO INNOVATIVE ACTIVITY IN THE CONDITIONS OF EDUCATIONAL REFORMATION

ФОРМУВАННЯ ГОТОВНОСТІ ВИКЛАДАЧІВ КРИВОРІЗЬСЬКОЇ ДЕРЖАВНОЇ КОМЕРЦІЙНО-ЕКОНОМІЧНОЇ ТЕХНІЧНОЇ ШКОЛИ ДО ІННОВАЦІЙНОЇ ДІЯЛЬНОСТІ В УМОВАХ ОСВІТНЬОЇ РЕФОРМИ

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The theoretical aspects of the problem of teachers' readiness to innovate in the conditions of the modern educational process are revealed. The psychological and pedagogical aspects of the readiness of the teaching staff of the Kryvyi Rih State Commercial-Economic Technical School for innovation activity in the context of the reform of professional education are analyzed at the practical level.

Key words: innovation, readiness, teacher, professional education, reforming.

Виявлено теоретичні аспекти проблеми готовності вчителів до інновацій в умовах сучасного освітнього процесу. На практичному рівні аналізуються психолого-педагогічні аспекти готовності викладачів Криворізького державного торговельно-економічного

технікуму до інноваційної діяльності в контексті реформи професійної освіти.

Ключові слова: інновації, готовність, учитель, професійна освіта, реформування.

Выявлены теоретические аспекты проблемы готовности учителей к инновациям в условиях современного образовательного процесса. На практическом уровне анализируются в контексте педагогические аспекты готовности преподавателей Криворожского государственного торговельно-экономического техникума к инновационной деятельности в контексте реформы профессионального образования.

Ключевые слова: инновации, готовность, учитель, профессиональное образование, реформирование.

Problem statement. Innovation in pedagogy is associated with general processes in society, global problems, the integration of knowledge and forms of social existence. Nowadays a new pedagogy is being created, the characteristic feature of which is innovative activity. It means the ability to update, open to new. At the current stage of development of Ukrainian society the main aspect of the functioning of education should be the problem of teacher training for innovative work in a modern institution, which changes not only by type, but also by the content of education, forms of organization of educational process.

Analysis of recent research and publications. It should be noted that this problem occupies a prominent place in the works of both native and foreign researchers, who in one or another way examine certain aspects of it. In particular, it is necessary to highlight such researchers as: I. Havrysh [1], L. Kozak [2], N. Lebedeva [3], T. Perekrstova [4], V. Shevchenko [5], S. Yagolkovskii [6].

Selection of previously unsettled parts of the general problem. Changes in the content and structure of Higher educational establishments of I-II level have a deep character and need to solve the problem of training a teacher-innovator who has proactive thinking, perspective pedagogical technologies, who is the subject of personal and professional growth and is able to achieve a new pedagogical goal. The most important place is devoted to the analytical skills of specialists, that is, their ability to seek and find the necessary information, to formulate exactly problems and hypotheses, to see certain patterns in these collections, to find solutions to complex interdisciplinary tasks. Therefore, we consider it expedient to conduct a practical study of the psychological, pedagogical and professional level of the readiness of the teaching staff of the Kryvyi Rih State Commercial-Economic Technical School to innovate in order to have a more concrete understanding of this problem.

The purpose of the article. To study at the practical level the specific features of the teachers' readiness of the Kryvyi Rih State Commercial-Economic Technical School to innovate in the condition of professional education reforming.

Presenting main material. According to the Regulation on the procedure for the implementation of innovative educational activities, the objects of innovative educational activities are: new knowledge, innovative educational programs and projects, educational process, organizational and administrative decisions, as well as creative solutions that significantly improve the quality of education [5, p. 54].

Such physical and legal persons as: pedagogical and research teaching staff of educational establishments, researchers, employees of educational authorities, educational establishments, enterprises, institutions and organizations providing educational services can be the subjects of innovative educational activity. Educational technologies, original educational ideas, forms and methods of education, non-standard approaches in management can be the direct product of creative search [4]. The growth of pedagogical skills of the teacher and the head, the level of their culture, thinking and world outlook is an indirect product of innovation as a process of creative activity. That is, the creative search leads to the development of an integral system of the teacher's personality and affects significantly the student's personality [7, p. 124]. Students value more teachers who innovate. They work more actively in such classes and the desire to test their own opportunities in innovation activity is awakened in them [1].

The institution in which pedagogical and student collectives experiment, test and introduce new pedagogical ideas, theories, technologies can be considered innovative. There are the following types of educational innovations that are presented in Table 1.

TYPES OF EDUCATIONAL INNOVATIONS

Those created a long time ago, recommended by the Ministry, but were not introduced in this institution	The newly created ones have been tested and recommended by the Ministry	Newly created ones (the experiment was completed) and are passing testing	Those that are under development in the experimental mode
Can be used in any institution	Can be used in any institution	Can be used in experimental educational establishments	Can be used in experimental educational establishments

In an educational establishment the result of creative search for original, non-standard solutions to various pedagogical problems can be called innovation. The main task of the innovative educational establishment is to develop the creative personality of both the teacher and the student, creating conditions for full physical, intellectual and spiritual development of all participants in the educational process through overcoming the established stereotypes and outdated approaches [5, p. 44].

In order to evaluate objectively teachers' readiness of the of the Kryvyi Rih State Commercial-Economic Technical School (hereinafter KSCET) for innovation activities in the context of educational reform, a monitoring study was carried out.

The composition, qualification and experience of the teaching staff of the KSCET were analyzed. Of the total number of teachers of the technical school who participated in the survey (40 persons), 50% have a higher qualification category (teacher-methodologist), 22% have the second one, the first – 13%, specialist – 15%. KSCET employs 50% of teachers with a teaching experience from 11 to 20 years, 19% – from 21 to 30 years, 12% – more than 30 years.

Concerning the difficulties faced by teachers during the course of the study, it was found out that all teachers of the technical school are quite confident in their skills during the lesson. Therefore, 16% of respondents do not experience any difficulties, 10% do not have enough time during the lesson, 18% have difficulties in assessing students' knowledge, 11% complain about the lack of necessary materials and 45% is disorganization of students.

All teachers of the technical school answered that they are studying progressive pedagogical experience, including 40% of teachers are studying the authors of printed publications, 37% of teachers are studying the experience of their colleagues, and 23% are studying the experience of colleagues of other educational establishments.

43% of teachers responded positively, 52% – “partially” and 5% – “no” to the question: “Are you engaged in research and creative generalization of your work?”

The conducted questionnaire showed that teachers of KSCET consider such component as: organization; ability to model and conduct classes; organization of work on the designing of the classroom; organization and holding of extra-curricular activities; conducting of correctional and developmental lessons; conducting research and scientific activity; using of innovative teaching methods; work with gifted students; assessment of students' educational activity; development of professional and pedagogical skills and abilities the strongest ones of their professional activity.

It was found that teachers feel weaker in such areas of pedagogical skills as: rational distribution of time at the lesson; organization of extra-curricular work on discipline; educational work organization.

The modern educational institution requires teachers who are ready for professional activity in conditions of changing and continuous improvement of professional skills, that is, to be professionally mobile.

In order to identify teachers' readiness for professional mobility, self-improvement and innovation, a questionnaire was proposed. It showed that almost all teachers (97%) consider the professional mobility of a teacher of a modern innovative institution to be a professional and have willing to participate in seminars, trainings on personal and professional development in the system of scientific and methodical work of the technical school. At the same time, 84% of respondents consider themselves to be a professional mobile teachers, 16% have not been identified.

90% of the respondents say that they are easy to adapt to new conditions and can master new technologies easily.

Teachers believe that innovation activity primarily involves the study of scientific and methodological literature (42%). Respondents also noted the need to study their colleagues' experience (16%), improvement of material providing (26%). The teachers pay the least attention to practical testing of personal materials (8%) and participation in collective forms of methodological work (8%).

Positive is the fact that professional motivation prevails among the types of motivation to innovate. According to the teachers (42%), innovation activity attracts the interest of students to study. Most of the respondents also believe that the experience and ability of teacher are more fully realized by the innovations (24%).

All respondents noted methodological work at an educational establishment as a factor contributing to the introduction of new teaching technologies. This suggests that scientific and methodological work at the technical school is planned on a diagnostic basis.

The main internal contradictions that arise when creating or applying new ideas and technologies, teachers believe that these ideas are difficult to implement practically (39%); there is no certainty that the new will bring practical benefits (37%); inevitable loss of time to work in a new way, and there is no compensation for innovative efforts (24%).

Teachers uncertain in their capabilities in the application of new technologies have not been revealed in the technical school. This indicates the positive and innovative mood of colleagues and readiness for the implementation of new ideas and innovative technologies. Without paying attention on the difficulties 60% of teachers said that they have a good knowledge of computer technology, 30% – partially, 10% have not determined.

The factors of development and self-development of the teacher of KSCET, which stimulate and interfere the study, are revealed. They are presented in Table 2.

Table 2

Negative factors
Time consuming
Own inertia, lack of the necessary theoretical knowledge
Limited resources
Positive factors
Interest in work, desire to increase skill
Methodical work
Attention to the problem from the leaders
Training in advanced training courses, postgraduate study

The cumbersome preparation of lessons on new technologies and limited resources are the factors that interfere the development of teachers mostly. Among the factors that motivate development, most teachers preferred the interest to work, the desire to improve their skills and professionalism to provide a quality education to our students.

The KSCET survey of students of I-III courses of different specialities (280 persons) was conducted to determine teachers' attitude to students, the objectivity of evaluation and teaching skills. 73% or 152 respondents believe that the knowledge they get at the technical school is interesting, 24% or 120 persons – sometimes interesting, 3% (or 8 persons) – are not interesting. 58% or 163 students think that technical school teachers are fair, 38% or 107 persons think teachers are always fair and 4% (or 10 persons) – almost never.

28% (79 persons) of interviewed students noted that teachers of the technical school always implemented an individual approach in their attitude towards students, almost never – 14% (40 persons), sometimes – 58% (161 persons). 64% (or 179 persons) think that technical school teachers always explain the training material, 25% or 72 persons – often, 10% – sometimes (or 25 persons), 1% (or 4 persons) – almost never. 50% or 139 people noted that teachers evaluated them objectively, 34% or 95 persons indicated that teachers considered behavior and attending of classes at the time of the assessment, 6% or 17 persons answered that teachers listen to the opinions of outsiders, 10% or 29 persons think teachers are not objective. 66% (185 persons) are satisfied with teaching and teaching materials, but 6% or 18 persons are not satisfied, 28% (77 persons) answered that it was difficult to answer this question. Most students, which is 56% or 154 persons, do not conflict with teachers, 38% or 108 persons do it sometimes, 6% (18 persons) – always.

Conclusions. Thus, summing up the results of the monitoring study of the readiness of the KSCET teacher to innovate, one can state that: first, there is a need for self-education, openness to new knowledge, readiness for the perception of new technologies among the teachers who participated in the study; secondly, an sufficient level of teachers' readiness for self-education and self-improvement was discovered; thirdly, teachers of the KSCET are self-improving, studying scientific and methodological literature, are taking part in collective forms of methodological work; fourthly, innovative activity is attractive for the vast majority of teachers, since it affects the increase of interest in learning; fifth, the most important factor contributing to the introduction of new learning technologies is the initiative and creativity of the teachers; sixth, the main problems that interfere the introduction of new teaching technologies are: insufficient educational and material base of the technical

school, a large amount of time spent on preparation, with the use of elements of innovative technologies; disorganization of students and their attendance of classes.

It was also found that a teacher trained for innovation activity is characterized by the following professional and personal qualities: 1) realizes the goals of educational activity in the context of actual pedagogical problems, takes into account and develops the individual abilities of students, their interests and needs; 2) able to formulate educational goals in discipline, methodology in a new way, to achieve and rethink optimally them during training in accordance with innovations in science and practice; 3) able to form an integral educational program that takes into account the individual approach to students, educational standards, new pedagogical guidelines; 4) skilfully combines modern reality with the requirements of personality-oriented education, capable of adjusting the educational process by criteria of innovation activity; 5) able to see the individual abilities of students and teach in accordance with their peculiarities; 6) able to organize and conduct education and upbringing productively and non-standard, ensuring the development of students' creativity through the using of innovative technologies; 7) applies forms and methods of innovative learning, which involves taking into account the personal experience and motives of students, using of forms of reflection and self-esteem available to students; 8) evaluates adequately, stimulates the expression of students, able to see the positive development of students; 9) able to analyze changes in educational activities, in the development of personal qualities of students; 10) able and wants personal creative development, mobile activity, aware of the significance, relevance of their own innovative searches and research; 11) able to share experience through workshops, seminars, printed materials, creative reports, etc.

As a result, a study conducted by the researchers suggests that the teachers of KSCET, in the context of educational reform, are ready for innovation, changes and continuous improvement of professional skills.

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