Innovative Activity of the Teacher: In the Course of his Professional Formation

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Abstract

Education is considered today as a major factor of formation of new quality of economy and society, as the most important condition of national security, preservation of uniform sociocultural space, ensuring welfare and creation of a new way of life of the country. There are questions of change in the content of education for children, introductions of innovative technologies in educational institutions. In this work attempt comprehensively is undertaken to analyze the theoretical, experimental and practical-focused researches in the field, new models of support of innovative activity in the course of professional formation of the teacher are offered. The understanding-judgment assimilation first of all theoretical knowledge, and in a trace behind it receiving by the subject of personally realized practical experience, allows to develop professional and pedagogical style of thinking, providing innovative updating of professional activity.

Keywords: Education, teacher, innovative activity, professional formation, professional activity.

1. Introduction

Radical social and economic changes in the country prompted revisions related to the education system of the state and society. Education today is seen as a major factor in the formation of a new quality of the economy and society, as an essential condition of national security, to maintain a single cultural space, well-being and build a new way of life. Consequently, the relevant issues are changes in the content of education for children, introduction of innovative technologies in educational institutions. Quality of the solution set for the education system of strategic and tactical objectives, depends largely on the professional competence of the teacher. The teachers are required to create a new way of life; it means to be a carrier of culture of the future, and on this basis to prepare the future generation. Therefore, professional development of the teacher, his involvement in the process of continuous self-improvement is an important issue today. Only by education content, forms and methods of organization, creating a completely new technology to ensure the process of professional development of the teacher can answer the call of time and find a resource for the development of the education system. Professional formation is long, long-term, almost infinite process which assumes possibility of boundless development of the person. Depending on the chosen profession process of professional formation has the features. So the profession of the teacher belongs to type of...
professions «the person – the person». Subject of interest, recognition, service, transformation in this type of professions are social systems, communities, groups of people and consequently professional formation occurs in the course of communication, activity and other types of activity.

2. Innovative activity of the teacher in the course of his professional formation

One of the priority tasks of modern pedagogical education at all its stages is to intensify the development of new technologies for preparation of teachers, aimed at ensuring the readiness of the teacher to work in the changing environment on the basis of the diversity of educational programs, textbooks and educational institutions. Therefore it is not surprising those recently actualized the issue of teacher training to innovate, as development of the creative potential of the individual teacher is the main condition for ensuring the readiness of teachers to work in a changing environment, and consequently improve the quality of the educational activities of the modern school.

According to Y.V. Gromyko's (1996) definition «the innovation is no other than a way of the organization of communications between essentially new images which are cultivated and grown up on an experimental platform, and the vast array of traditional practices. Innovation should perform the function of providing the assignment of a fundamentally new type of a sufficiently large and a wide array of practices with subsequent engraftment and persistence.» In this definition the author pays attention not only to the intrinsic characteristic of an innovation (basic novelty), but also brings up a question of innovation replication in mass practice that is the basis for creation of a network of platforms of experimental type. Such statement of a question for us is basic, as we are engaged in search and development of model of professional formation of the teacher who is engaged in innovative activity, process of replication of products of activity can be one of organizational mechanisms.

V.S. Lazarev and B.P. Martirosyan (2003) under the innovation schools understand the purposeful introduction of innovations in the educational system to improve the quality of education. The subject of innovation scholars views the teaching staff or a group of school teachers involved in the implementation of innovations. The content of the innovation is to transform the school educational system through innovation. The purpose of innovation, according to V.S. Lazarev and B.P. Martirosyan, is to identify the need to change the educational system, schools, search, and efficient use of existing capacity to implement these changes (p.17).

A number of authors, such as V.V. Krajewski (1977) M.N. Skatkin (1971) B.S. Gershunsky (1998), V.I. Zhuravlev (1984) consider the place of research components in innovative activity of the teacher in their works. Scientists believe that the teacher for professional development in innovation needs scientific and pedagogical training, as no ready "scenario", each situation is unique and the teacher must act independently. The teacher should be a researcher. The special place in researches of preparation of the teacher to innovative activity is mentioned in M.V. Klarin's works (1989). Scientists link the professional development of teachers as the need of continuing education, organized through the development and implementation of social and cultural projects. Axiology of this approach lies in the value orientation of the individual to self-determination, in which the educational activity takes one of the leading places and can be a major leading means of personal development. M.V. Klarin considers that he central place in professional formation and in preparation of the teacher for innovative activity is occupied by a reflection. The author opens features of creative thinking and connects it with a reflection which allows comprehending and generalizing the experience.

M.V. Kamin'skaya (2004) reveals the psychological essence of professional development of teachers in the process of developing their activities in the education in his work. According to the author, this is the essence of «building up the teacher subjectivity, self-determination of his personality, the ability to author's interpretation contained in the professional culture of standards» (p.36). Internal psychological condition of professional development of the teacher of developing training is «connected with change of organization of his professional consciousness from one-item, the outwardly reflective, to inter item, to dialogical» (p.36).

The representative of the same school of science I.D. Frumin considers (1998) qualifying characteristics of teachers of developing training system in interrelation with democratization of education. The author after Dewey notes that education is democratic by the nature as construction on the general interest and includes communication with other people concerning the solution of problems. The actual direction in democratization of education is the
Semiculture which means not tolerance to other cultures, that is interaction, mutual understanding and complementarities. Teachers, according to the author, should have the following characteristics: the expressed civic stand; valuable self-determination; the democratic style of pedagogical work including the ability to respond to requests; the high communicative culture assuming inclusion of pupils in planning and regulation of educational process. In the course of the analysis of theoretical approaches to a problem of professional formation of the teacher focused on innovative activity and practice of innovative education V.A. Adolf and N.F. Ilyina (2006) allocated a number of the conditions necessary for successful implementation of this process, namely:

- professional development of teachers based on innovation and its support must be based on competence-based approach;
- process of professional formation of the teacher engaged in innovative activity should be continuous, as formation of innovative practice is constantly changing process;
- professional formation of the teacher focused on innovative activity occurs at the expense of his participation in innovative activity and specially organized reflective and analytical, designing and educational processes;
- education teacher in charge of innovation should be organized as a continuous process to achieve a set of educational goals and design of new ones;
- as any activity of the person includes the solution of tasks for this reason it is expedient to organize support of professional formation of the expert on the basis of the decision to them the tasks inherent in this kind of activity;
- for the implementation of the process of professional development of a teacher is necessary to form the presentation of the image of the distant future, about the innovative activity of the next period, as well as to organize joint design of future activities and development of each teacher knowledge, skills, ways he needed for its implementation (p.43).

The essence of the process of professional development of the teacher consists in the resolution of individual educational deficits arising in the process of professional development of the teacher. This process involves the enrichment of knowledge and skills of the teacher, the formation of professional competence required for the successful implementation of the innovative activity through the preparation and implementation of individual educational programs. Analysis of approaches to prepare teachers for innovation in professional development allows making the following conclusions:

- a change to the requirements of the teacher, from a professional, perform complex business functions, from subject teachers - the teacher-researcher;
- significant characteristics were specific, private knowledge of the teachers in the field of teaching of a subject, in the field of pedagogic and psychology of professional skills, reproductive nature, today the most popular - system worldview, innovative thinking, professional creative work, etc.;
- for the preparation of the innovation activity in the process of professional development necessary to create conditions for the formation of research and communicative competences, reflexive skills, motivational readiness of the teacher to innovative activity, etc.;
- today requires a restructuring of the strategy of preparation of the teacher for the innovative activity, stipulated by the current social situation, the practice of modern school education, change the value of the grounds in the society as a whole.

For ensuring quality of vocational pedagogical training there is a requirement of creation of the information educational environment directed on modeling of professional activity of future teacher. It is obviously possible to allocate the following purposes of functioning of such environment:

- the formation and development of cognitive activity of educational process;
- formation of professional and pedagogical style of the future teacher in the context of professional competence;
- formation of readiness for self-education of future teachers;
- formation of readiness of future teachers to use ICT in their professional activities.

Pedagogical activity belongs to the group of occupations type «man-man». To the group of the professions subject to the following requirements: the desire to communicate, ability to easily come in contact; the sustainable well-being when working with people; kindness, responsiveness, shutter speed, the ability to control emotions; the ability to analyze the behavior of others and their own, to understand the intentions and the mood of other people,
ability to understand the interaction of people, the ability to resolve differences between them, to organize their interaction; the ability to mentally put yourself in the place of another person, the ability to listen, to take into account the opinions of others; ability to use language, facial expressions, gestures, developed speech, ability to find common language with different people; the ability to persuade people; accuracy, punctuality, self-discipline; knowledge of human psychology. Many senior positions require the majority of the above mentioned abilities, so they can be attributed not only to the personal qualities, but also of the managerial abilities of the expert. In the conditions of the modern labour market is gaining in importance ability to «emerge» in the project team and expand project activities and requires from each specialist of certain skills related to the profession of the type «man-man».

At the present stage of modernization of Kazakhstan's education a major focus of public policy advocates to improve the quality of education as the foundation of human life and society in general. Our First President N.A. Nazarbayev (2012) stated «Country is moving to a post-industrial world in which rules the triad "education - science - innovation. Your knowledge - is the result of your work. More you work strive for self-education, more you will know. Knowledge is regarded as an economic resource of the state, a factor of production. We consistently upgrade the national education system, bringing it closer to international standards». It is now possible to establish the approaches to the controversial nature of the terms "quality of education", "the results of the educational process."

Modern studies quality of education is shown below:

- social category that defines the status and effectiveness of the process of education in the society, it meets the needs and expectations of society in the development and formation of civil consumer and professional competence of personality;
- satisfaction expectations of the different participants in the educational process of the institutions provided educational services;
- degree of the achievement of education goals and objectives;
- compliance with the results of education adopted the doctrine of education, social norms and social demands of the state and the individual;
- set of essential features and characteristics of learning outcomes that can satisfy the needs of students, society, and education customers.

The quality of higher education is determined by its compliance with goals of higher education, the national doctrine of education in Kazakhstan, the requirements of socio-economic development of the States of Kazakhstan, improvement of the quality of intellectual and on the whole of human resources, the priorities of the technical development and in General the «economy of knowledge», the needs of the development of the personality, the requirements of ensuring the competitiveness of the specialists in the labor market and the overall competitiveness of Kazakhstan».

The development of indicators of professional development of future teachers, V.A. Adolph, and N.F. Ilina (1998) allocate a number of basic principles, namely: "the level of preparedness of educational experts to determine appropriate solutions based on specially designed professional applications", "indicators of readiness to assess not only the result of training, but the whole process of becoming a specialist at various stages and levels of continuous education " (p.83). The assessment of level of professional formation of the expert should be carried out on the main functions, characteristic for professional pedagogical activity (p. 56). This releases the following characteristic features of pedagogical activity: diagnostic, information, design and Engineering Design, organizational and communicative, prognostic, and research and evaluation. To test the level of mastery of these functions is necessary to present each of them in the form of operating components (pp. 57-58). Thus, as a result of the analysis of scientific works taking into account the peculiarities of innovation activities, the following criteria for the professional development of the teacher, based on the innovative activity:

- formation of professional competence, which is represented by the following components: - motivational and value-based, communicative, organizational, managerial, methodological, research and reflective;
- development of the components of general education mastery of the fundamentals of the theory and practice of innovative technology in which to work;
- ability to innovate teaching.
3. Conclusion

Requirement of the modern educator, for his ability to quickly and relatively painlessly reconstruct in accordance with the increasing acceleration of the development of society reinforces the value of his willingness to innovation. In the post-industrial society with educational models need to become innovative, suggesting ongoing maintenance and development of the educational environment.

The professional pedagogical community of today consists of the professional teachers which professional formation began during the industrial period of development of society, and the teachers-trainees who have recently passed a stage of vocational training. For this reason, possibilities of ensuring readiness for innovative activity are considered at various stages of professional formation. Use of various ways of ensuring innovative readiness at various stages of professional formation is based on realization of the acmeological approach to continuous professional education. Now becoming a professional culture of the teacher is in most cases by induction. Not excluding the value of the ways of improving vocational education is an important implementation of deductive method of teaching.

The understanding - judgment – assimilation first of all theoretical knowledge, and in a trace behind it receiving by the subject of personally realized practical experience, allows to develop professional and pedagogical style of thinking, providing innovative updating of professional activity. Thus, the new logic of professional formation which on the one hand, provides its integrity from positions of professional competence is built, on the other hand, goes on continuous updating cultural and educational environments of educational institution, influencing increase of investment appeal of education

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