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PROFESSIONAL READINESS OF A TEACHER FOR INNOVATIVE ACTIVITIES: A QUALITATIVE ASPECT

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Abstract. The article actualizes the importance of professional readiness of a teacher for innovative activities. At the same time, attention is paid to the importance and role of innovation in the organization of a modern school, to its purposeful process of creating, using and distributing innovations in order to ensure highly effective training and education of young students. In this context, attention is drawn to the teacher's readiness for innovative professional activity as an integrative quality of his/her personality, as a regulator and condition for successful professional activity aimed at creating, implementing and distributing educational innovations, which has a positive effect on improving the quality of Education. The article emphasizes that the success of educational transformations reflected on the pages of a number of regulatory legal acts depends on a number of innovations introduced into the educational process. It is also emphasized that the introduction of innovative processes determines the need for appropriate changes in the professional activities of the teaching staff of the relevant educational institution. A lot of attention is paid to the components of the teacher's innovative competence. It is noted that innovative activity is the internal force that shapes the teacher's position (professional and personal qualities), is a prerequisite for effective work, the maximum realization of opportunities and the disclosure of creative potential. In addition to everything else, the author of the article pays attention to the need to establish appropriate criteria aimed at the teacher's readiness for innovative innovations, emphasizes the importance of the appropriate level of technological readiness for innovative activities. The article emphasizes that the professional readiness of a teacher for innovative activities is a natural result of his special training, self-determination, education and self-education, and upbringing. It is noted that one of the important components of professional readiness of a teacher for innovative activities is innovative competence (a system of motives, skills, knowledge, skills, personal qualities of a teacher, which ensures the effectiveness of using new pedagogical technologies in working with young students). The article also stresses that one of the important levers to strengthen the innovative activity of a teacher is his motivational interests and value orientations, the main components that contribute to the implementation of innovative measures in the educational process of the school are named.

Keywords: educational innovation, professional readiness of the teacher, educational process, pedagogical activity, teacher, pedagogical innovations, educational technologies, criteria, quality of education.

1. INTRODUCTION

The development and formation of the modern educational system, its approximation to European and international standards requires appropriate readiness of teachers for innovative professional activities. The growing role and importance of innovation in the organization of modern schools is due to the natural development of pedagogical theory, changes in social and political conditions aimed at

improving (improving) the quality of Education.

Innovative activity, according to scientist I. Dychkivska (2004), is a complex purposeful process of creating, using and distributing innovations, the purpose of which is to meet the needs and interests of people with new means, which leads to qualitative changes in the system. War, according to them, includes innovation; interaction of students, teachers, parents, society; conditions of material and technical, information, program and methodological, personnel, social and psychological support; achievement of more effective results of activities (Dychkivska, 2004).

Researcher I. Havrysh (2006) defines the teacher's readiness for innovative professional activity as an integrative quality of personality, which is a regulator and condition for successful professional activity aimed at creating, implementing and distributing educational innovations (Havrysh, 2006).

All of the above gives us grounds to assert that the innovative activity of a teacher, his/her readiness for this is primarily aimed at improving the quality of Education, which is so important in the context of the development of the domestic educational system, bringing it closer to the European and world level. It is not for nothing that various aspects of the problem of innovation in the field of education are constantly in the field of view of Ukrainian and foreign scientists and researchers.

However, despite the fact that the aspect of research on the innovative activity of the teacher is quite broad, the problem of professional readiness of the teacher for innovation is insufficiently studied both from the point of view of revealing its essence and identifying the conditions of the organization. In view of all the above, we can state that the research topic we have raised is quite relevant.

2. LITERATURE REVIEW, GENERALIZATION OF MAIN STATEMENTS

The problem of professional readiness of a teacher for innovation, the definition of components and criteria that represent the structure of his/her readiness for professionalism and qualification level is given great attention by a number of leading domestic and foreign scientists and researchers. In particular, modern scientists have devoted their work to the research and implementation of innovative methods in the educational process: V. Starosta, O. Goshko, O. Ogienko, R. Mikhailishin, L. Galitsyna, L. Vorzatskaya, M. Kozitskaya, S. Lupinnovich, O. Dusavitsky, A. Likhva, O. Franchuk, N. Repina, O. Sutula, O. Kharchenko, V. Sukhar, I. Usnova and others.

An important area of research on this problem, of course, is to consider the creative growth of a teacher in the context of innovation, as well as to increase professional level and professional competence. Scientists L. Vovk, A. Gilbukh, I. Zyazyum, I. Klarina, V. Zagvyazinsky, A. Bartkiv, V. Ilman, I. Ladenko, A. Prigozhin, M. Potashnik, A. Savchenko, I. Semenova and others have been engaged in research in this direction and continue to pay great attention. The theoretical and methodological foundations of training teachers for innovation were studied by I. Bekh, V. Dokuchaeva, I. Havrysh, O. Goncharova, O. Dubasenyuk, N. Klokar, O. Kozlova, K. Makogon, Yu. Maksimov and others. The problem of teacher readiness for innovative activity has found a place in scientific works: Z. Abbasov, G. Demidenko, I. Dichkovskaya, N. Plahotniuc, I. Konovalchuk, O. Ogienko, N. Klokar, V. Kremen, O. Bartkiv, V. Urusky, N. Nychkalo, O. Kobernik, O. Belyakovskaya, K. Makogon and others.

It is the research of the above-mentioned scientists on the professional readiness of the teacher for innovative activities that is closely related to the modern development of the domestic educational system, as a result of which new working conditions and professionalism are formed, which contributes to and stimulates the improvement of the educational process, leads to an increase in the image of the educational institution.

3. RESEARCH OBJECTIVE, METHODOLOGY AND DATA

The purpose of the article is to substantiate the importance and disclosure of the essence and content of the structural components of a teacher's professional readiness for innovation.

Article objectives:

- 1) to substantiate the importance and significance of introducing innovations in the educational process;
- 2) to investigate theoretical and methodological foundations of professional readiness of teachers for innovation activities;
- 3) to reveal the essence and content of structural components of teachers' readiness for innovation processes;
- 4) to identify the main directions and principles of innovation processes in the education system at the present stage of its development (formation of teachers' readiness for innovation -V. V. Russkaya).

4. RESULTS AND DISCUSSION

The success of educational transformations, which are reflected on the pages of a number of normative acts and resolutions of relevant legislative bodies (in the law of Ukraine "on Education", "National doctrine of education development in the XXI century", the law of Ukraine "on higher education", etc.) depends on a number of components, among which a special place is occupied by the introduction of innovative innovations in the educational process.

Professional readiness of the teacher for innovative activities is now becoming the main direction of implementation of educational reforms and one of the essential directions of transition to the model of innovative development of Ukraine as a whole. In other words, we can confidently say that the success of educational reforms depends on how much it is possible to awaken the creative potential of teachers who are currently working in the education system.

In modern scientific research, the concept of "professional readiness of a teacher for innovative activities" is considered as a natural result of special training, self-determination, education and self-education, upbringing. It is defined as a mental, actively effective state of the individual, a complex quality, a system of Integrated Properties that regulates professional activity, ensures its effectiveness (Bratkiv, 2010).

It is the innovative processes that currently take place in the domestic educational system that require appropriate changes in the professional activity of a teacher.

According to our research, the innovation of education implies the formation of a teacher who is ready to perceive everything new, progressive, and to its constant development in accordance with the trend of society's development. Especially significant, in our opinion, is the formation of his competence and personal and professional qualities.

Readiness for innovation is one of the most important components of a teacher's professionalism. It is a prerequisite for its effective activity, maximum realization of its capabilities, and disclosure of its creative potential.

We fully share the statement of the scientist O. Bartkiv (2010), who draws our attention to the components of innovative competence of the teacher, the key of which are awareness of innovative pedagogical technologies, proper knowledge of their content and methodology, a high culture of using innovations in educational work, personal conviction in the need to use innovative pedagogical technologies. Readiness for innovation, according to O. Bartkiv (2010), is an internal force that forms the innovative position of the teacher. In particular, she believes that to characterize professional *"readiness for innovative pedagogical activity is a special personal State, which implies that the teacher has a motivational value attitude to professional activity, possession of Effective Ways and means of achieving pedagogical goals, the ability to create and reflect"* (Bratkiv, 2010). O. Bartkiv emphasizes that as a result of formative work, a teacher prepared for innovative professional activity should acquire the following professional and personal qualities:

- awareness of the meaning and goals of educational activities in the context of current pedagogical problems of modern schools;
- meaningful, mature pedagogical position;

- ability to formulate educational goals in a new way in the subject, a certain methodology, achieve and optimally rethink them during training;
- ability to build a holistic educational program that takes into account an individual approach to children, educational standards, and new pedagogical guidelines;
- correlation of modern reality with the requirements of personality-oriented education, adjustment of the educational process according to the criteria of innovation activity;
- ability to see the individual abilities of children and teach in accordance with their characteristics;
- ability to organize training and upbringing in a productive, non-standard way, that is, to ensure that children create their own results and, using innovative technologies, stimulate their development;
- knowledge of technologies, forms and methods of innovative learning, which provides for the ability, based on personal experience and motives of pupils, to be a co-creator of the goal of their activities, an interested and competent consultant and assistant in correlating the goal with the result, using forms of reflection and self-assessment available to children;
- ability to see, adequately evaluate, stimulate the discovery and forms of cultural expression of pupils;
- ability to analyze changes in educational activities, development of personal qualities of pupils;
- ability to personal creative development, reflexive activity, awareness of the significance and relevance of their own innovative searches and discoveries (Bratkiv, 2010).

It is the basis of an active social and professional-pedagogical position of the subject, which encourages innovative work, contributes to its productivity. Readiness for innovation is an internal force that forms the innovative position of the teacher. As one of the important components of Professional Readiness, it is a prerequisite for effective work of the teacher, maximum realization of his capabilities, and disclosure of creative potential.

Taking into account all the above, we can characterize the teacher's readiness for innovation as a complex integrative education that covers a variety of qualities, properties, knowledge, and personal skills. It is this vision of readiness for innovative activity of a teacher that gives us grounds to assert that it is an important prerequisite for effective activity of a teacher, maximum realization of capabilities, and disclosure of creative potential. At the same time, it should be taken into account that in innovative educational transformations, the requirements for the level of theoretical knowledge and practical training of teachers are particularly high, since it is the level of professional skill of the teacher that determines the problems and actualizes the need to create pedagogical systems focused on innovation and, accordingly, on the search for new approaches aimed at improving the educational process of students and students.

At the same time, it is quite important to establish criteria that indicate the teacher's readiness for innovation. In particular, the scientist V. Urusky notes that there is operational readiness, which is manifested through the ability to determine the most effective methods and methods of introducing innovations, masterful knowledge of the implemented technologies, techniques, etc. (Urusky, 2005).

Scientist I. Dychkivska (2015) pays special attention to the teacher's readiness for innovative activity, who notes: *"An important component of readiness for innovative activity is the innovative potential of the teacher - a set of sociocultural and creative characteristics of the teacher's personality, which shows the readiness to improve professional activity, the presence of internal means and methods able to ensure this readiness"*. Such a vision of this problem gives us grounds to conclude that the teacher's readiness to develop, test and introduce pedagogical innovations into the educational process is a necessary component of his professional activity.

The level of technological readiness to perform innovative activities, a positive assessment of one's own previous experience in light of innovative activities; the ability to professional reflection (Skrypnyk, 2019). Based on the ratio and degree of manifestation of these indicators, the intuitive, reproductive, search, and creative levels of the teacher's readiness for innovation are distinguished.

One of the main components of Professional Readiness is the teacher's desire for effective activity,

maximum realization of capabilities, and disclosure of creative potential. At the same time, it should be noted that timely and objective clarification of the level of formed readiness of a particular teacher for innovation activities makes it possible to plan work on the development of innovative potential.

In particular, V. Kremin states: “[...] a sign of innovation is that it acts as the main mechanism for the formation of new technologies, new models of activity and behavior, the organization of knowledge, asserting the prerequisites for the search for alternative ways of development of society” (Kremen, 2008).

Confirmation of the correctness of this conclusion is the statement made by domestic scientists T. Tkachuk and A. Ostapyovskaya however, that one of the important components of a teacher’s professional readiness for innovation is innovative competence, that is, the system of motives, skills, knowledge, skills, personal qualities of the teacher, which ensures the effectiveness of using new pedagogical technologies in working with young students. The components of the innovative competence of a teacher are awareness of new pedagogical technologies, sufficient knowledge of its content and methodology, a high culture of using innovations in educational work, personal conviction in the need to use innovative pedagogical technologies (Mykhailyshyn, 2016).

One of the most significant levers to strengthen the innovative activity of a teacher, in our opinion, is his/her motivational interests and value orientations, which causes the ability and desire to create and implement new things. Among other things, according to our research, readiness to implement innovative activities can be formed in the context of the integrity of its main components: cognitive, creative, motivational, reflexive.

The cognitive component of readiness for innovative pedagogical activity combines the totality of the teacher’s knowledge about the essence and specifics of innovative pedagogical technologies, their types and features, as well as a set of skills using these technologies in the structure of their own professional activities. It is characterized by the amount of knowledge (width, depth, consistency), thinking style, formation of skills and abilities of teachers. Innovation activity is related to pedagogical research. Therefore, indicators of the formation of the cognitive component of readiness for it are: methodological, general theoretical and methodological knowledge, the ability to apply innovative pedagogical technologies, positive pedagogical experience (Ibid.).

The creative component of readiness for innovation is realized in the original solution of pedagogical tasks, improvisation, impromptu. Signs of creativity are the ability to create a new, unconventional approach to the organization of the educational process, the ability to creatively solve any professional problems, interact with pupils, colleagues, parents, the ability to develop children’s creativity.

Pedagogical creativity is realized on two levels: in a narrow and broad sense. In a narrow sense, creativity manifests itself in finding something new for yourself, that is, identifying variable non-standard ways of solving problems by the teacher. Creativity in a broad sense is the discovery of new things for yourself and for others, innovation. Creative teachers have a better understanding of themselves, adequate self-esteem, and high self-esteem. The creative component of readiness for innovative pedagogical activity is manifested through openness to pedagogical innovations, flexibility, critical thinking, creative imagination (Ibid.).

The motivational component expresses the teacher’s conscious attitude to innovative technologies and their role in solving current problems of Teacher Education. Motivational readiness, ability to pedagogical innovations is an important quality, since only motivation adequate to the goals of innovation activity ensures effective activity and self-disclosure of the teacher’s personality.

The leading motive of innovative pedagogical activity is often cognitive interest. Cognitive interests of a teacher focused on the use of innovative educational technologies are concentrated around the need for scientific understanding of various aspects of personal orientation of education, on understanding their own experience, the degree of effectiveness of pedagogical activity, forming their position on changing the education system, using new knowledge in their own practical activities. The motivation of the teacher’s personality is determined by professional interests, value orientations, and ideals. It manifests itself both in all educator’s professional life and in individual pedagogical situations

(Mykhailyshyn, 2016).

The reflexive component of readiness for innovative pedagogical activity is characterized by the teacher's knowledge and analysis of the phenomena of their own consciousness and activity. It is carried out through such reflexive processes as self-understanding and understanding of the other, self-assessment and evaluation of the other, self-interpretation and interpretation of the other. An important role here is played by reflexive thinking as one of the conditions for awareness of critical analysis and constructive improvement of one's own activities. The ability of a person to reflexively relate to him/herself and activities is the result of mastering social relations. The process of reflection is individual. An indicator of the reflexive component in the structure of readiness for innovative pedagogical activity is the formation of a reflexive position (the nature of evaluating oneself as a subject of such activity) (Ibid.).

An innovative teacher should implement the following principles during the educational process:

- dialogism (the ability to listen to the child, listen to one's opinion, develop interpersonal dialogue based on equality, mutual understanding and co-creation);
- pedagogical humanism (trust in pupils, respect for the individual, dignity, confidence in one's abilities);
- cooperation (gradual transformation of pupils into co-creators of the pedagogical process);
- empathic understanding of pupils (the desire and ability to feel the other as yourself, understand the inner world of pupils, perceive their positions);
- personal position (creative self – expression-the teacher appears before students not as a functionary devoid of individuality, but as a person who has own opinion, is open in expressing feelings, and emotions) (Dychkivska, 2004).

The teacher's readiness for innovation must meet the following criteria:

- awareness of the latest pedagogical technologies, knowledge of innovative working methods;
- awareness of the need for innovation, readiness to introduce pedagogical innovations into their own practice;
- consistency of personal goals with innovation activities;
- confidence that the innovation will provide positive results;
- readiness to overcome difficulties related to the content and organization of innovation activities;
- possession of practical skills, mastering pedagogical innovations and developing new ones;
- level of technical readiness to perform innovative activities;
- positive assessment of your own previous experience in the light of innovation activities;
- ability to professional reflection (Urusky, 2005).

Based on the ratio and degree of manifestation of these indicators, intuitive, search, reproductive, and creative levels of readiness for pedagogical innovations are distinguished. Timely, objective clarification of the level of formed readiness of a particular teacher for innovation activities allows you to plan work on the development of innovative potential, which is an important component of structural professional qualities.

A teacher prepared for innovative professional activity has the following personal and professional qualities:

- presence of a meaningful, mature pedagogical position;
- ability to understand the meaning and goals of educational activities in the context of current pedagogical problems of a modern school;
- ability to build a holistic educational program, implementing educational standards, new pedagogical guidelines;
- knowledge of technologies, forms, methods of innovative training;
- understanding of modern reality in relation to the requirements of personality-oriented education, and the educational process-with the criteria of innovative work;
- ability to analyze changes in educational activities, the development of personal qualities of pupils;

- ability to organize training and upbringing in a productive, non-standard way; provide conditions for children's creativity and the use of innovative technologies to stimulate their development:

- ability to personal creative development, reflexive activity, awareness of the significance and relevance of their own innovative searches and discoveries (Ibid.).

So, professional readiness is a natural result of special training, self-determination, education and self-education, and upbringing. This is a mental, active and effective state of the individual, its complex quality, a system of Integrated Properties. Such readiness regulates the activity, ensures its effectiveness (Mykhailyshyn, 2016).

Innovative technologies as a tool for teacher development in the post-graduate education system. One of the tasks of the state's educational policy is to form a qualitatively new education system. In the educational sphere, innovation is an important response to the challenges of our time, it implies the flexibility of the education system, its openness to new things, and competitiveness.

In the system of postgraduate teacher education today, there is an active search for new approaches, forms and methods. The strategy of such a system is that the leading direction of its activity is considered not so much to be functioning, but to be the development of education as a whole. This involves changing relay tasks to study the specifics of educational processes in the education system, directing work to identify educational needs, and supporting the reform of general secondary education (Ohienko, 2013).

Modernization of education is, in fact, a process of introducing innovations. Innovative activity in the education system requires support not only for administrative, but also for content and technological activities. Therefore, an important air defense technology is to support the development of innovative facilities and provide them with resources for implementing innovations. The essence of postgraduate teacher education is to improve the education and professional training of individuals by deepening, expanding and updating their professional knowledge, skills and abilities or obtaining another specialty based on the previously obtained educational qualification level (Yevtukh, & Voloshchuk, 2008). In the system of postgraduate teacher education, educational technologies are being updated. Most researchers agree that the structure of innovative learning optimally corresponds to the nature of modern social processes. Pedagogical innovation covers such theoretical principles as: creation of new in the system of education and pedagogical science; perception of new by the social and pedagogical community; application of pedagogical innovations, as well as a system of recommendations for theorists and practitioners regarding the knowledge of innovative educational processes and their management (Ibid.).

4. CONCLUSION

Having considered the essence of the teacher's professional readiness for innovation, we can draw the following conclusions:

- formation of teacher readiness for innovation is an urgent problem of modern science and practice, so they are constantly in the field of view of Ukrainian and foreign scientists and researchers;

- innovative activity in the education system involves improving and updating educational practices by creating, spreading and mastering new effective ways and means of achieving the goals of Education;

- readiness for innovative activity is an integral quality of the individual, characterized by the presence and a certain level of formation of motivational-orientation, content-operational and evaluation-reflexive components in their unity, which is manifested in the desire for innovative activity, in readiness for its implementation at a professional level.

Along with this, as our research shows, in the issue of introducing pedagogical innovations, there is a discrepancy between innovative and state programs of education and training of young students, and therefore there is a need to coordinate various pedagogical concepts, new methodological

developments. The problem of adapting the innovation to specific working conditions of the teacher and the mechanism for implementing pedagogical innovation in a particular educational institution remains relevant. It is unacceptable to inform the teaching staff about the problems of organizing and conducting innovation activities, etc.

Taking into account all the above, we can claim that the problem of teacher readiness for innovation requires a more detailed study in order to solve problems related to the introduction of the latest technologies in the educational process of educational institutions.

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У статті актуалізується значення професійної готовності педагога до інноваційної діяльності, значна увага приділена значенню інноваційної діяльності в організації роботи сучасної школи, цілеспрямованому процесу створення, використання і поширення нововведень задля забезпечення високоефективного навчання і виховання учнівської молоді. У цьому контексті акцентовано на готовність учителя до інноваційної професійної діяльності як інтегративну якість його особистості, регулятор та умову його успішної професійної діяльності спрямованої на створення, впровадження і розповсюдження освітніх інновацій, що позитивно впливає на підвищенні якості освіти. У статті доведено, що успіх освітніх перетворень, відображених у низці нормативно-правових актів, залежить від нововведень, упроваджених в освітній процес. З'ясовано, що впровадження в дію інноваційних процесів зумовлює необхідність відповідних змін у професійній діяльності педагогічного колективу відповідного освітнього закладу. Наголошено на компонентах інноваційної компетентності педагога, зокрема зауважено, що інноваційна діяльність є тією внутрішньою силою, що формує позицію вчителя (його професійні й особистісні якості), є передумовою його ефективної праці, максимальною реалізацією можливостей та розкриття його творчого потенціалу. Крім всього іншого, автор статті звертає увагу на необхідність встановлення відповідних критеріїв, спрямованих на формування готовності педагога до інноваційних нововведень, підкреслює важливість відповідного рівня технологічної готовності до інноваційної діяльності. Визначено, що професійна готовність педагога до інноваційної діяльності є закономірним результатом спеціальної підготовки, самовизначення, освіти й самоосвіти, виховання й самовиховання. Виявлено, що однією із важливих складових професійної готовності педагогічного працівника до інноваційної діяльності є його інноваційна компетентність (система мотивів, умінь, знань, навичок, особистих якостей вчителя, що забезпечує ефективність використання нових педагогічних технологій у роботі з учнівської молоді). Підтверджено, що одним із важливих важелів до посилення інноваційної діяльності педагогічного працівника є його мотиваційні інтереси та ціннісні орієнтації, названі основні компоненти, які сприяють реалізації інноваційних заходів у навчальний процес закладу загальної середньої освіти.

Ключові слова: освітня інновація, професійна готовність педагога, освітній процес, педагогічна діяльність, учитель, педагогічні нововведення, освітні технології, критерії, якість освіти.