

Formation of the future teacher's readiness for innovative activities during the period of teaching practice at school

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The relevance of research

The success of innovative activities of future teachers depends on how much they realize the practical significance of innovations not only on a professional, but also on a personal level.

In this regard, the issue of forming the readiness of future teachers for innovative activities in the school during the period of practical training remains relevant.

Contradictions between

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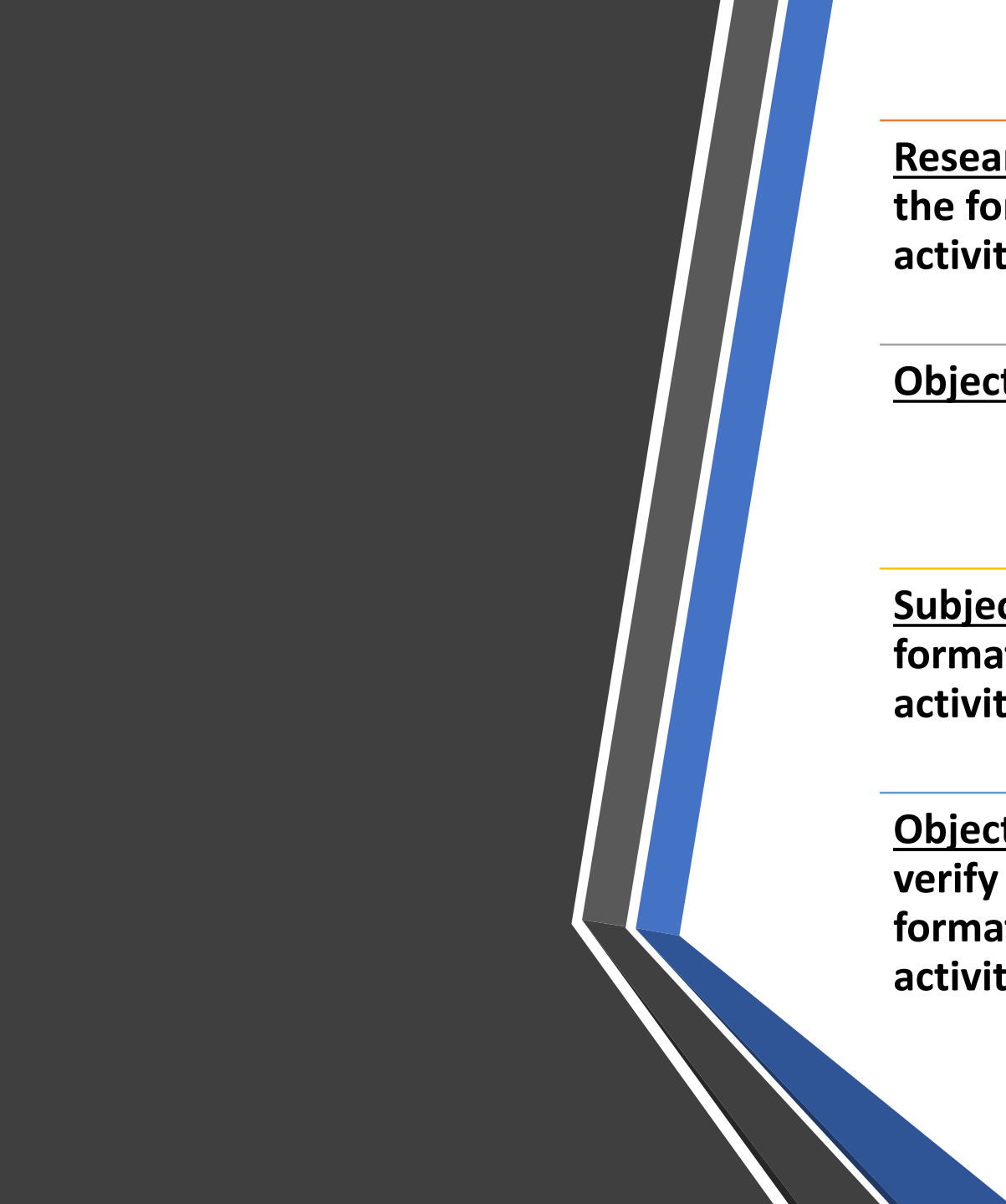
The needs of society in a teacher capable of active innovative work in modern sociocultural conditions, and insufficient theoretical and practical preparedness of future teachers for its implementation;

2

The reproductive nature of the preparation of the future teacher and the need for productive pedagogical activity in the conditions of work in the innovation mode;

3

The administration of innovative schools understands the importance of preparing future staff who are ready to introduce innovations during their continuous teaching practice and the lack of developed organizational and pedagogical conditions in the school to form their readiness.



Research problem: what are the pedagogical conditions for the formation of future teachers' readiness for innovative activity in a modern school?

Object of study: innovative activity in a modern school

Subject of research: pedagogical conditions for the formation of preparedness of future teachers for innovative activities.

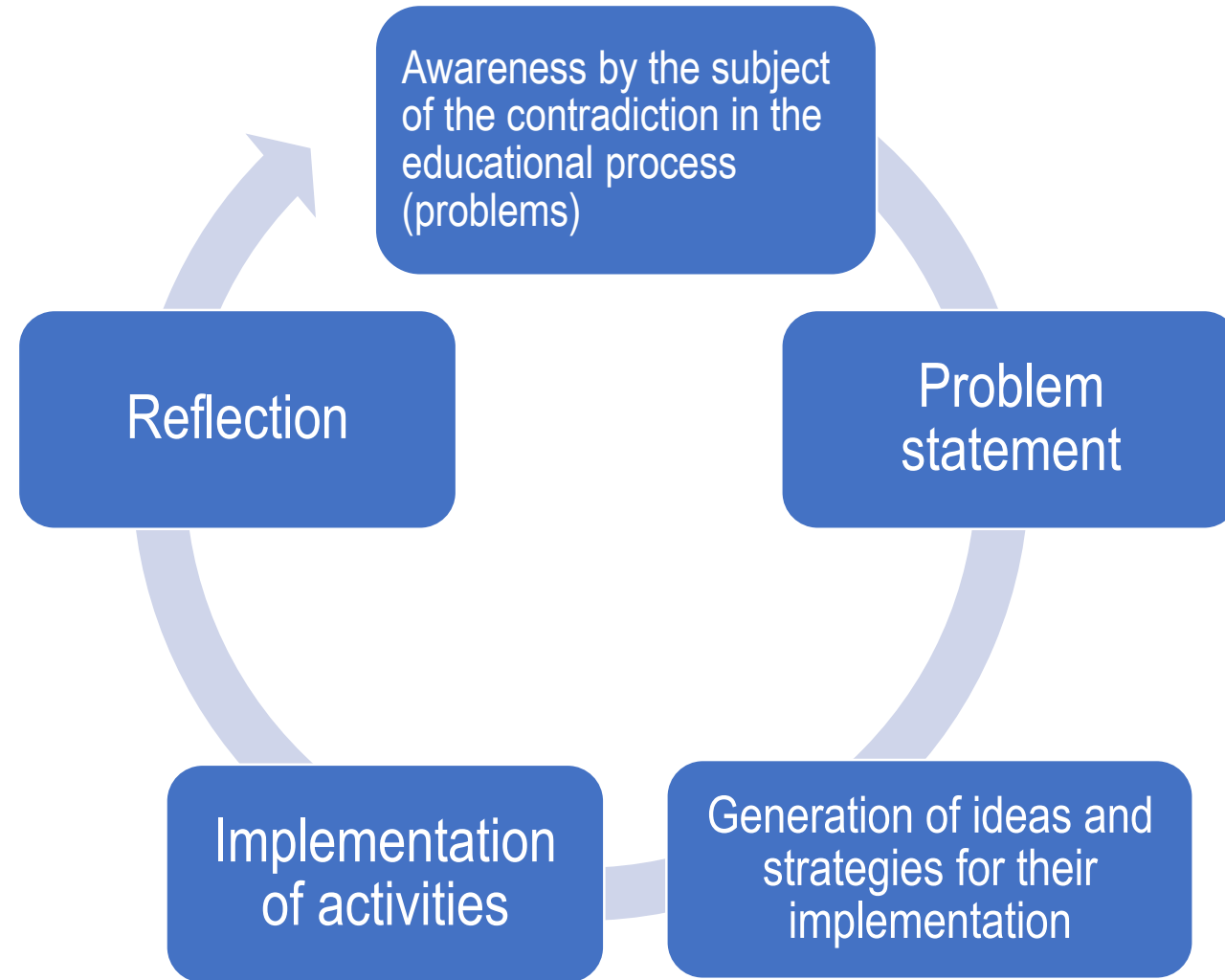
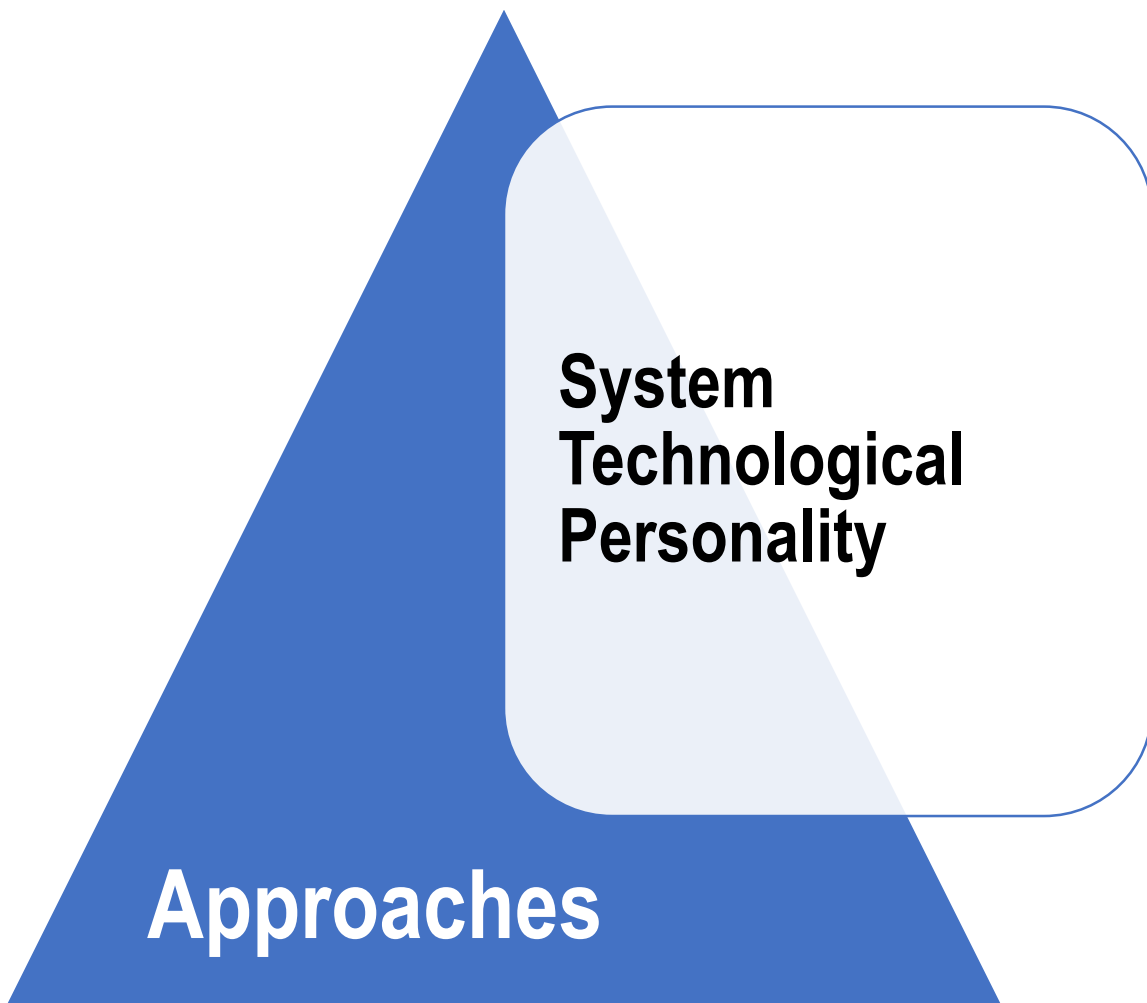
Objective: to theoretically substantiate and experimentally verify the effectiveness of pedagogical conditions for the formation of future teachers' readiness for innovative activities

Methodological approaches

System-activity approach

Personality-activity approach

Task 1. Based on the analysis of scientific and pedagogical literature to study the state of the problem of development of innovative activity in a modern school



OBSTACLES

Cognitive

arise in the absence of knowledge about the new, immunity to novelty and contribute to the emergence of passive resistance

Regulatory

active opposition to innovations, which is manifested in a lack of confidence in the initiators, in the leadership offering these innovations

Creativity

conformism, the desire not to differ in actions and opinions from other teachers, the predominance of orientation to avoid failure, personal anxiety and self-doubt, low self-esteem, psychological inertia of thinking

Task 2. To identify the essential characteristics of the willingness of future teachers to innovative activity in a modern school

Aspects of Teacher Activities

Personal

active, positive attitude to activities; addiction to her, turning into a passionate passion for activity; favorable mental conditions during the performance of activities; specific sensory and mental features that meet the requirements of the activity

Professional

the totality of knowledge, skills in a particular area; level of motivation, responsibility for work results, degree of stability of professional interests; independence in determining and solving professional problems

Task 3. To justify the pedagogical conditions for the formation of readiness of future teachers for innovation

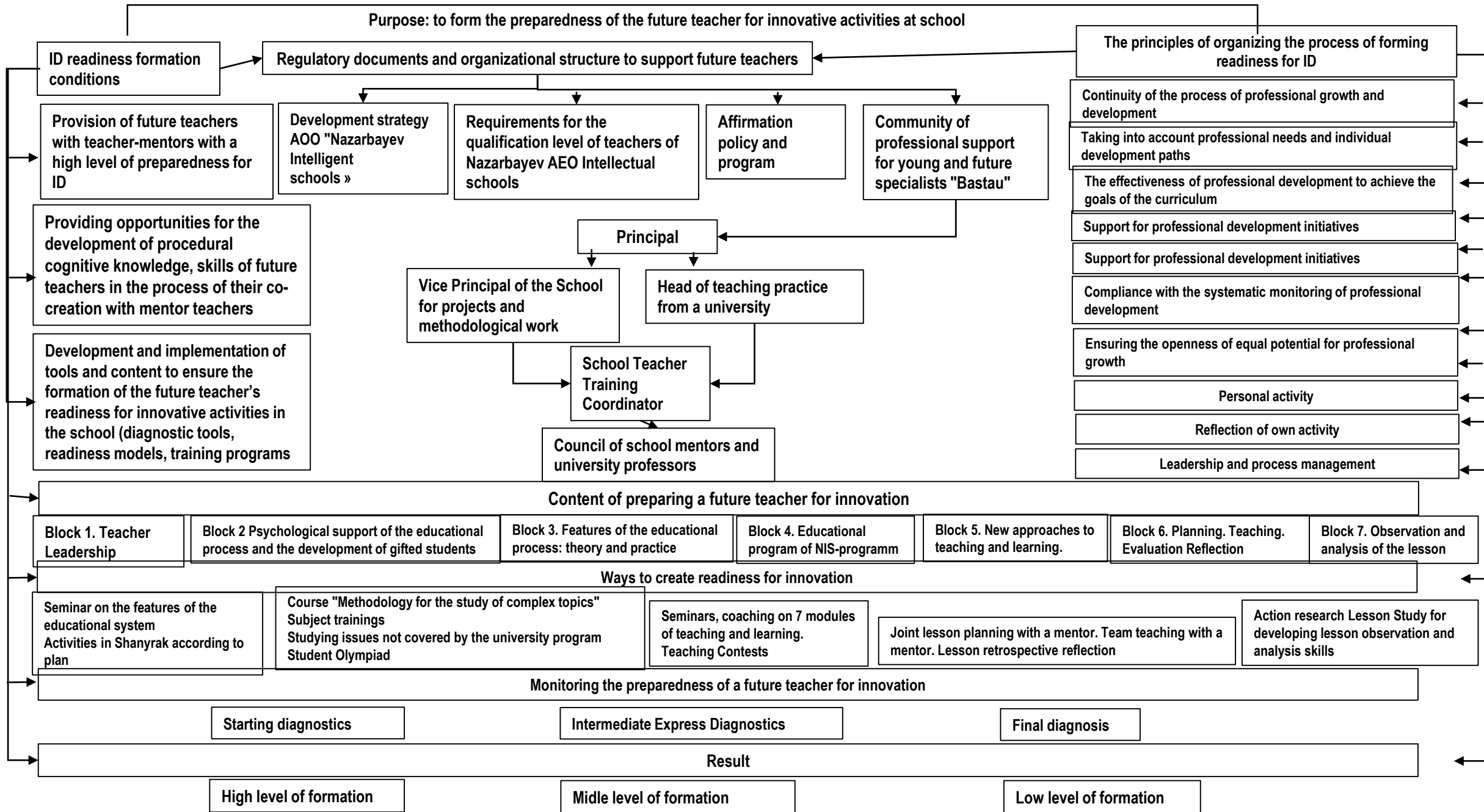
Conditions:

providing teachers with high level of preparedness for innovative activity;

providing the opportunity for the development of procedural and cognitive knowledge, skills of future teachers in the process of their co-creation with mentor teachers

development and implementation of the means and content of ensuring the formation of the future teacher's readiness for innovative activity in the school

Model of the future teacher's readiness for innovative activity at school



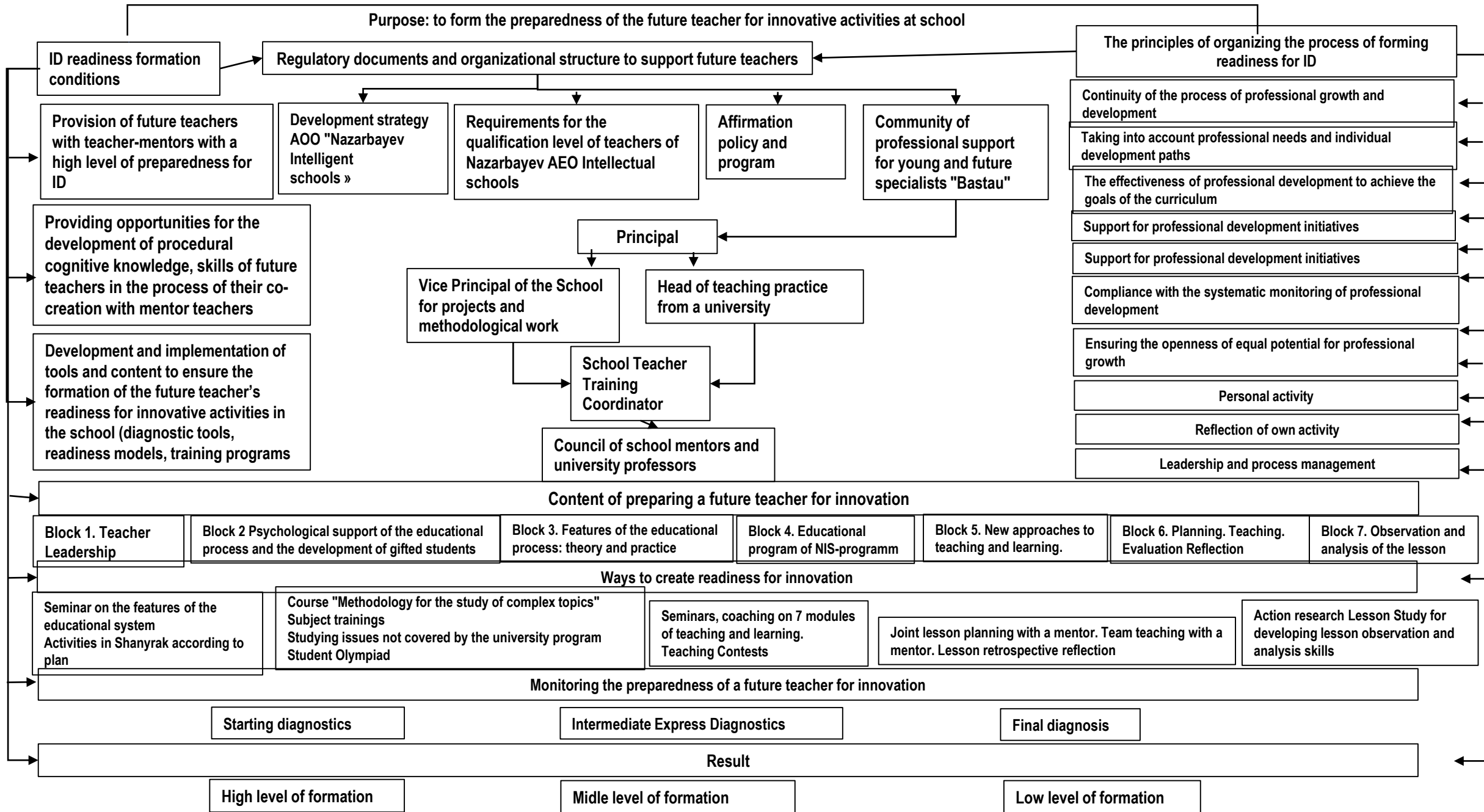
Future teacher preparedness levels for innovation

Readiness criteria	Future teacher preparedness levels for innovation		
	high	middle	low
Motivational	Continuous positive motivation for innovative activities	Knowledge in the field of pedagogy and psychology, the desire for positive results of activity become a need	Lack of specific goals for professional activities in the context of innovation; commitment to traditional teaching methods and forms
Cognitive	Awareness and professionalism of action; knowledge in the field of pedagogy, psychology, innovative processes	Understanding the sequence of actions to implement innovations. It is necessary to apply psychological and pedagogical knowledge more deeply.	Low level of theoretical knowledge about the essence of innovation; low skills in applying the conceptual apparatus of the problem; and psychological and pedagogical knowledge
Creative	Evaluates various approaches in the education and training of students; capable of variability of activity; creatively active	Often reproductive activity, but sometimes shows creativity in professional work	Pattern actions, often stereotypical forms of behavior
Procedural	Confident action based on goal setting.	Lack of clarity and concreteness of actions	Low level of reflection, self-regulation, sequence and awareness of actions.

The program of the course "Formation of the preparedness of the future teacher for innovation"

Units	Form
Innovative teaching methods and new pedagogical concepts	Seminar
	Coach session
	Workshop
Teacher leadership	Seminar
	Seminar
	Coach session
Innovative Approaches in Teacher Practice Research: Lesson Observation and Study	Lesson Observation and Study
Innovative approaches in planning, teaching, evaluation. Reflection.	Workshop
NIS educational program	Seminar
Psychological support of the educational process and the development of students' giftedness	Workshop
	Workshop
Innovative features of the educational process: theory and practice	Seminar
Future teacher practice	Practice

Model of the future teacher's readiness for innovative activity at school

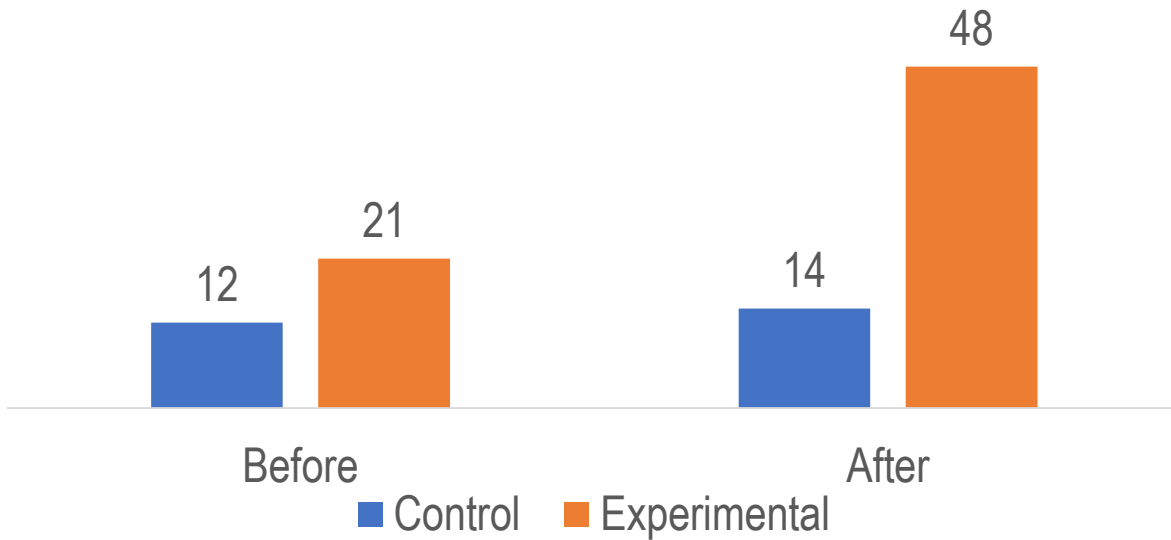


Task 4. To select, develop and test criteria and a set of techniques for studying the effectiveness of pedagogical conditions for the formation of future teachers' readiness for innovation

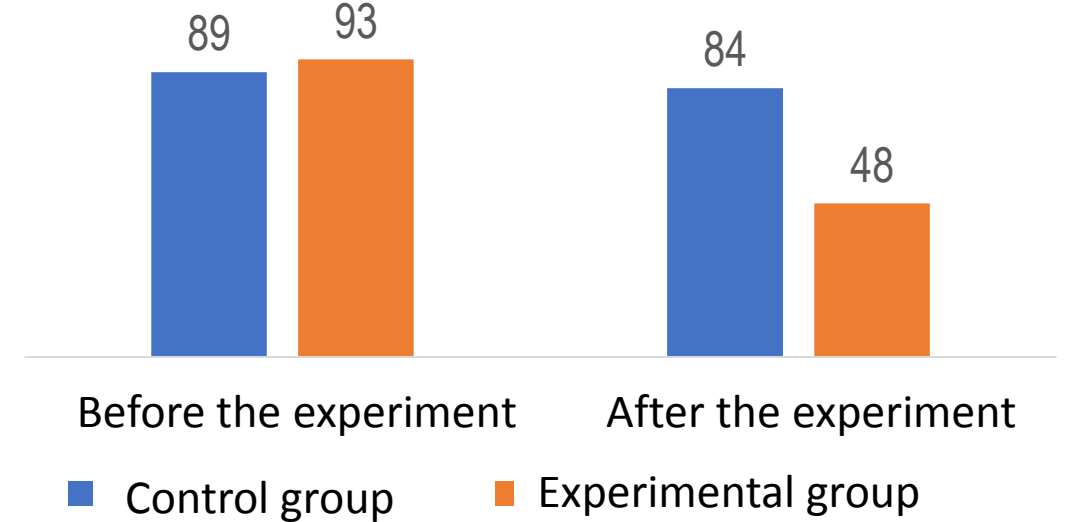
Criteria	What was rated	Methodologies
Motivational	The need for the creation, implementation and application of innovations, the motives of receptivity to innovations, the application of innovations.	<ol style="list-style-type: none"> 1. Diagnosis of the motivational structure of personality (V.E. Milman) 2. "Motivation for success and fear of failure" (A. A. Reana) 3. Questionnaire "Barriers to innovation" 4. The scale of readiness for innovation (S. Stepanov) 5. Questionnaire "Motives of choice by a future teacher of innovation"
Cognitive	Depth of knowledge in the field of pedagogical innovation, subject knowledge; ways to apply innovative methods, techniques, tools	<ol style="list-style-type: none"> 1. "Traditional and innovative technologies" 2. "Self-assessment of the methodological culture of the teacher" (author - V.A. Andreev) 3. The subject test on the issues of NIS-program.
Creative	Establishing a degree of openness to innovation, determining the level of flexibility, critical thinking and creative imagination	Methodology for assessing creativity "What is your creativity?"
Procedural	The level of readiness for applying innovations in the real educational process (activities at school).	Questionnaire "Competences of a teacher of the 21st century"

The dynamics of the motivational component of the preparedness of future teachers after the experiment

Personality orientation



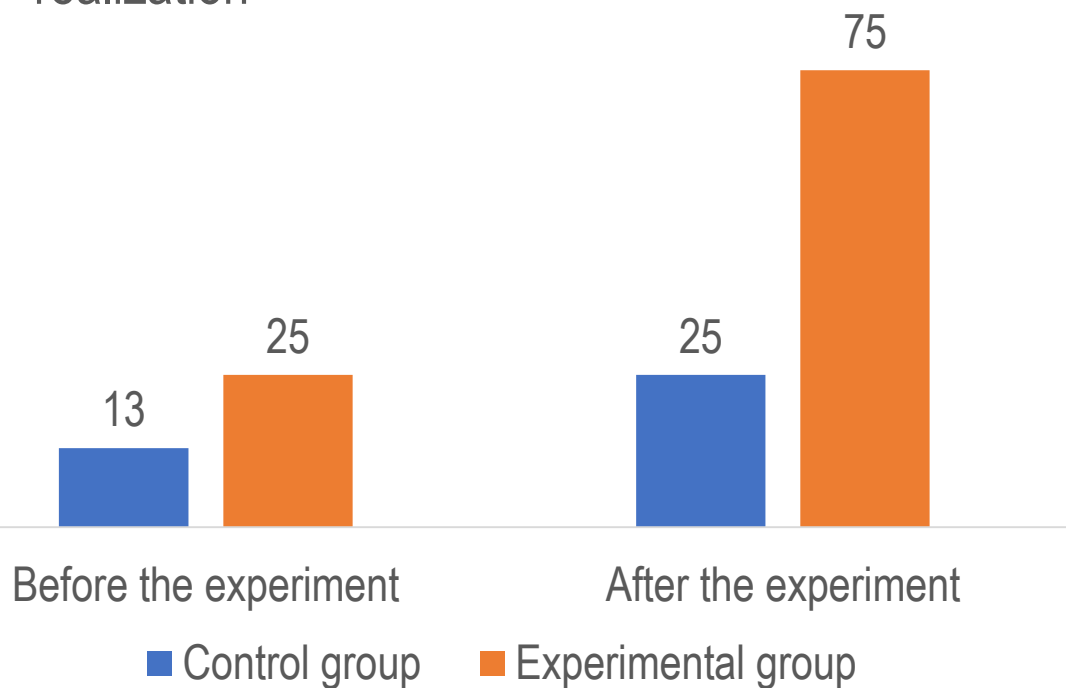
% of future teachers with barriers to innovation



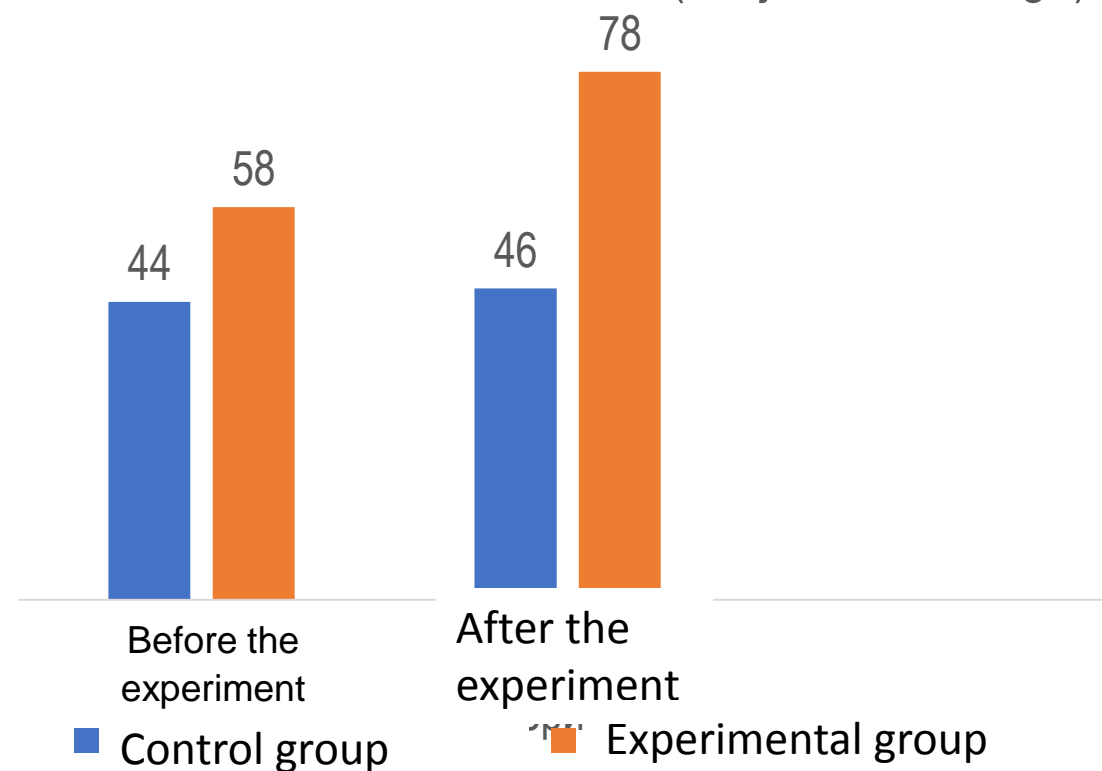
Readiness for innovation

Groups	Low level of readiness (% of respondents)		Middle level of readiness (% of respondents)		High level of readiness (% of respondents)	
	Before the experiment	After the experiment	Before the experiment	After the experiment	Before the experiment	After the experiment
Control	68	60	32	40	-	-
Experimental	65	43	35	45	-	12

Motives for choosing future teachers of innovation: self-development and self-realization



The dynamics of the cognitive component of readiness for innovation (subject knowledge)

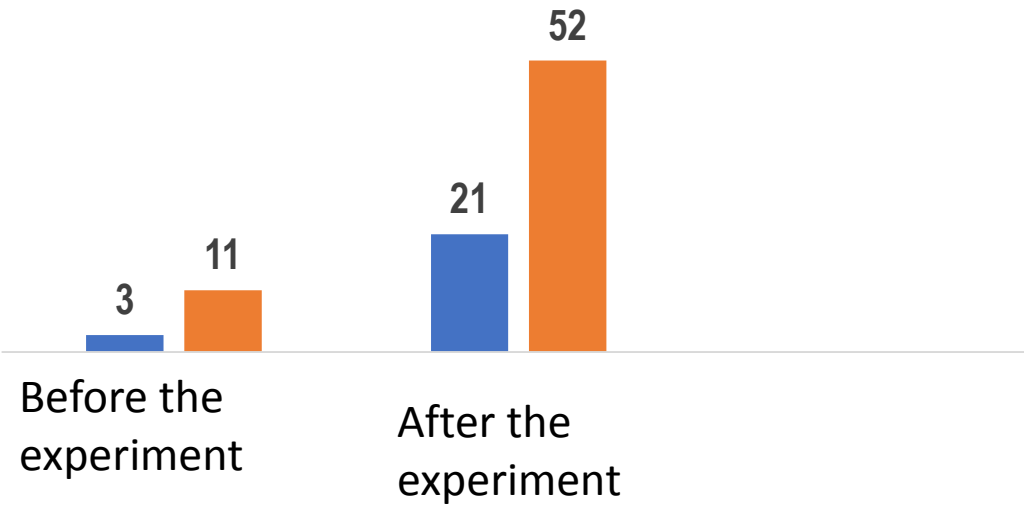


Motives for striving for success and avoiding failure

Groups	The motive for striving for success (% of respondents)		The motive for avoiding failures (% of respondents)	
	Before the experiment	After the experiment	Before the experiment	After the experiment
EG	2	12	15	10
CG	1,2	6	36,8	45

The dynamics of the creative component of the preparedness of future teachers after the experiment

The dynamics of the cognitive component of readiness for innovation (pedagogical knowledge)



■ Control group ■ Experimental group

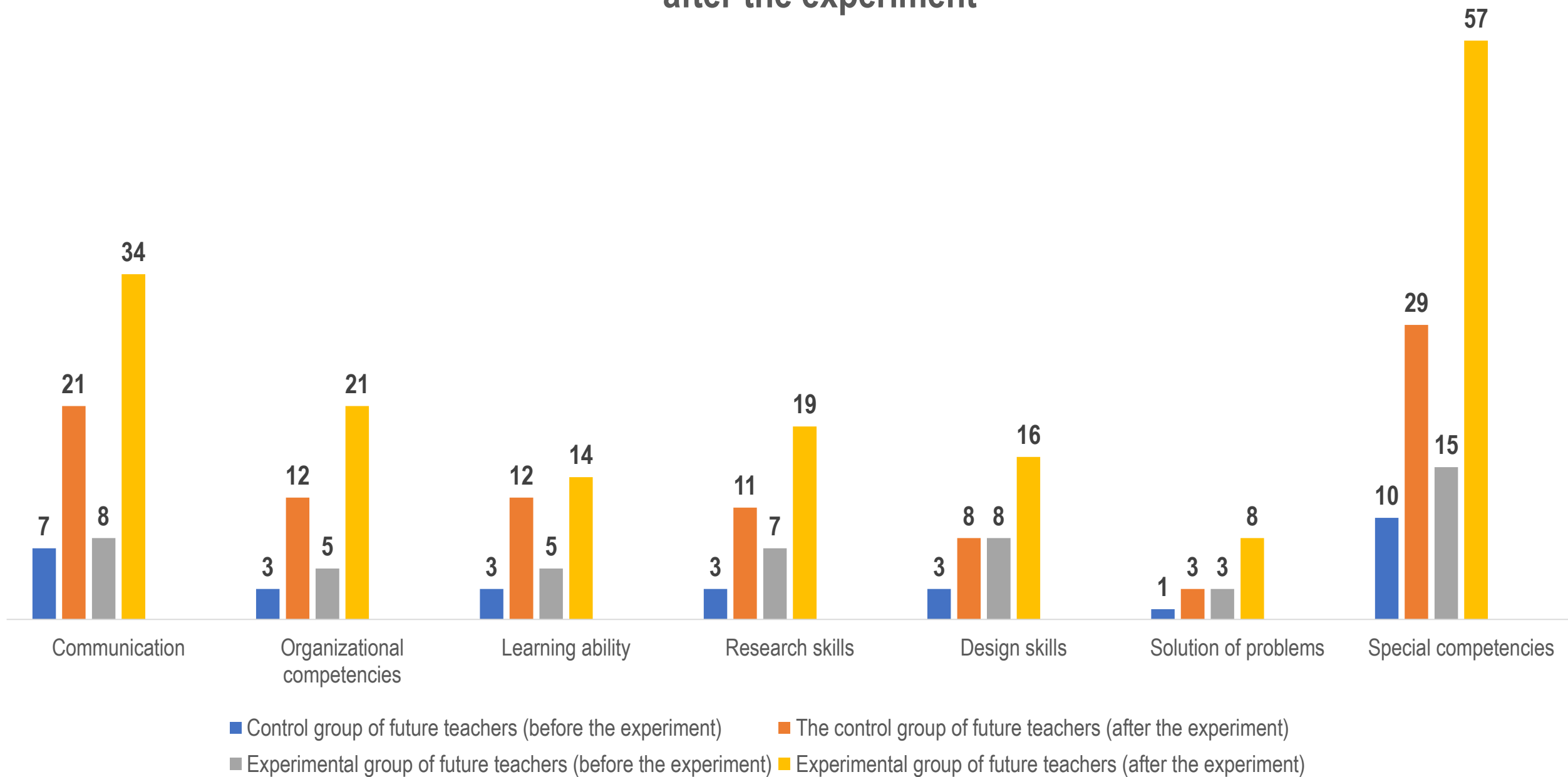
Sources of Innovation Information

Groups	Literary and Internet sources		Опыт других коллег		Анализ собственного опыта		Затрудняюсь ответить	
	Before the experiment	After the experiment	Before the experiment	After the experiment	Before the experiment	After the experiment	Before the experiment	After the experiment
EG	39	45	-	46	-	9	61	-
CG	30	30	-	16	-	4	70	50

Ability to work creatively

Groups	Low		Middle		High	
	Before the experiment	After the experiment	Before the experiment	After the experiment	Before the experiment	After the experiment
EG	25	0	75	92	-	8
CG	26	8	74	92	-	-

The dynamics of the process component of the preparedness of future teachers after the experiment



STUDY PERFORMANCE AND CONCLUSIONS

The conditions for the effectiveness of preparing future teachers for innovative activities at school are identified

A model has been developed for the formation of future teachers' readiness for innovative activities at school, including diagnostic tools, assessment criteria, a program, principles, training methods, an organizational structure for supporting future teachers at school, and legal documentation.

The use of research materials will reduce the time for adaptation of a young specialist to new working conditions in an innovative school, will ensure his high level of motivation in the process of solving specific psychological and pedagogical problems.

The research materials can be used in the training of future teachers in pedagogical higher educational institutions, at school during the period of industrial practice, in the course of continuing education courses for teachers of universities and schools.