

O. A. Goncharova, Bohdan Khmelnytsky Melithopol State Pedagogical University

MOTIVATIONAL COMPONENT OF FUTURE TEACHER'S READINESS FOR THE INNOVATIVE ACTIVITY

Goncharova O. A.

Motivational Component of Future Teacher's Readiness for the Innovative Activity

The article deals with a theoretical analysis of the concept of future teacher's readiness for the innovative activity. It gives a detailed description of the motivational component of the above mentioned readiness, presents the views of contemporary domestic and foreign scholars to the problem of innovations in the educational process and creating an appropriate framework for training teachers to use innovations in professional activity. The article gives the authorial interpretation of the term of teacher's readiness for the innovation, which is reflected in his actions, focused on continuous improvement, optimization and updating professional activities through awareness of patterns and current trends in education, new technologies and effective methods of training and education, innovations in teaching activity. The article emphasizes the attitudes, interests, needs, motivations that contribute to the formation of future teacher's readiness for work in an innovative mode, analyzes the nature of ethics, professional and pedagogical ideals, beliefs, principles, beliefs, underlying values and professional orientation of future teacher, which initiate willingness to act in accordance with them. The paper presents the results of the experiment, which is aimed at the level of formation of the motivational component of modern student's readiness for innovation. It also provides the conclusions and outlines of future prospects of research.

Key words: innovation, readiness, future teacher, motivational component of the readiness for the innovations.

Nowadays, the problem of innovative activity and diffusion of the innovations has gained popularity both in the scientific and educational circles. It should be noted that innovations in pedagogy, as well as any other types of innovations, generate problems, associated with the necessity of combining innovative programs with national programs of education and training, stimulate the necessity of the coexistence of different pedagogical concepts. Innovations in teaching process

require fundamentally new teaching materials, high quality of teaching methods, as well as the effective training of a new formation of teachers, who would be open to “new” and ready to implement innovations in their professional activity. Thus, pedagogical innovations are spread thanks to a number of factors, including new types of educational institutions according to the demands of parents, who mainly focus on the traditional standards of training and education, the lack of a clear training program and curriculum for future teachers.

The problem of formation of professional readiness for the innovations and their structure has been investigated by G. Ball, A. Derkach, M. Dyachenko, L. Kandybovych, L. Karamushka, O. Kobernik, D. Mazokcha, V. Molyako, S. Ravykovych and other scientists. The problem of teacher’s readiness for innovative creative work has been studied by K. Anhelovski, H. Barnett, G. Bassett, K. Bondareva, L. Vashenko, A. Gumeniuk, I. Dychkivska. Principles of formation of the teacher’s personality, his ability to innovative teaching activities have been outlined in the research of G. Ilyahina, I. Zyazyun, V. Kremen, A. Nain, I. Pidlasiy, A. Pidlasiy, S. Podmazin, A. Savchenko, N. Yusufbekova, M. Yarmachenko and other scientists.

The unresearched aspects of the problem are revealed in this article. Despite the availability of scientific research on the problem of the future teacher’s readiness for the profession, it is remained unresolved. It should be said that the changes that take place today in elementary and secondary school are of particular relevance to this problem solution.

Taking into account all mentioned above, we have to say that the purpose of this article is a theoretical analysis of the essence and structure of motivational component of the future teacher’s readiness for the innovate activity.

The unresearched parts of the problem are presented in this article. The problem of the teacher’s readiness for the profession was the subject of research several centuries ago. In its development the following stages are distinguished. According to V. Bochelyuk [1, p. 180] during the first phase (late 19th – early 20th century), the readiness was studied as the willingness of penetration into the human

mental processes. As a result of this period there appeared an understanding of readiness as guidance. During the second phase (mid-20th century) readiness was viewed as a phenomenon of human resistance to external and internal influences. A. Lynenko [2, p. 126] associates this stage of scientific development with the theory of activity when the readiness was researched in terms of emotional-volitional and intellectual potential of the individual and his susceptibility to a particular activity. At present (end of 20th – beginning of 21st century) the readiness for professional activity is studied in two contexts: personal and functional.

The readiness for the educational activity is defined by modern scholars as a definite image of certain activity's structure and constant conscious will of its implementation [3, p. 19]; as a complex integral professionally meaningful innovations, the essence of which lies in the interaction of motivational orientation, content-evaluation and reflexive components [4, p. 52], and as a professional competence, which is characterized by a set of interrelated intrinsic orientations of relevant knowledge and skills [5].

In this paper, the main attention is given to the motivational component of the teacher's readiness for the innovations, which includes two aspects: evaluation of the place of professional motivation in total sum of personal motives and attitudes of the teacher to changes, his receptivity to innovations. Motivational component is of a great importance for the subject of activity, because the interest in this activity strengthens and transforms the external set guidelines for the internal needs of future teachers [6, p. 183].

While carrying out the experiment, we researched the state of readiness of teachers for the innovations. The teachers of Melitopol, Melitopol region and the city of Rivne, Rivne region took part in the experiment. We researched their relationship to the pedagogical innovations. The experiment included 104 respondents. Most teachers (49.4%) pointed to the fact that the problem of implementation of pedagogical innovations into educational process is very important nowadays, 31% consider it rather urgent, 19.6% of respondents are indifferent to the above mentioned problem. 33.8% of the teachers think that the school administration should become

the initiator of pedagogical innovations implementation, according to 31,2% – a teacher should be the initiator, while 28.6% point to the local (district) department of education, 4.2% and 2.2% respectively emphasized the role of parents and students.

Given results indicate that teachers are aware of the need to upgrade the educational process at the school in general and to improve the quality of teaching in particular. Thus the pedagogical activity of teachers is not focused enough on the problems of pedagogical innovations implementation into the educational process [7, p. 103].

The survey of teachers revealed the motives, which make them apply innovations. Thus, 57.6% of respondents believe that such motives stand for a result of pressure from the administration, 26.4% – believe that the use of innovations increases efficiency of learning, 12.5% – called the desire of self-establishment a leading motive, and only 3.5% of teachers selected material reward as a motive of innovative activity. However, answering the question “Do you have a need for professional self-improvement?” The majority (89.2%) gave a positive response, 7.6% of respondents answered “rather yes than no”, and – 3.2% gave a negative answer [7, p. 104].

I. Chorney believes that the motivation of the teacher is formed due to his professional interests, values, and ideals. It is shaped throughout his professional life, and in particular in pedagogical situations, it determines the perception of external events and the logic of behavior [8].

Motivational component provides a holistic mastering of the activity content by means of the perspective, internally motivated lines, actions, attitudes, interests, needs, motivations, professional development. It leads to the formation of the future teacher's readiness for a work in the informative environment.

Summarizing all mentioned above, we can conclude that the motivational component of future teacher's readiness for the innovative activity is formed through a conscious attitude of a teacher to innovative technologies, indicating their role in urgent education problems solving. This component is revealed both in the professional life of the teacher, and in particular pedagogical situations. It determines

the perception of external events and the logic of behavior, evokes the teacher's personally meaningful relationship to the object and subject of professional activity, promotes the development of analytic skills and the desire to actively solve the innovative pedagogical situations, stimulates interest to the planning and development of innovations; facilitates the wish of the formation and constant focus on the innovative activity.

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Гончарова О. А.

Мотиваційний компонент готовності майбутнього вчителя до інноваційної діяльності

У статті наведено теоретичний аналіз поняття готовності майбутнього вчителя до інноваційної діяльності, надано детальну характеристику мотиваційного компоненту вищезазначеної готовності. Висвітлено погляди сучасних вітчизняних та зарубіжних науковців на проблему впровадження нововведень у навчально-виховний процес і створення відповідної бази для підготовки вчителя до використання новацій у професійній діяльності. Надано власне трактування поняття готовності вчителя до інновацій, яка проявляється у спрямованості його дій на постійне вдосконалення, оптимізацію та оновлення професійної діяльності через поінформованість про закономірності та сучасні тенденції розвитку освіти, нові технології та авторські методики навчання та виховання, нововведення та новації у сфері педагогічної діяльності. Вказано на соціальні установки, інтереси, потреби, мотиви, які сприяють формуванню готовності майбутнього педагога до роботи в інноваційному режимі, проаналізовано сутність професійної етики, професійно-педагогічних ідеалів, поглядів, принципів, переконань, які лежать в основі ціннісно-професійної орієнтації майбутнього вчителя ініціюють готовність діяти відповідно до них. У статті представлено результати констатувального експерименту щодо виявлення рівня сформованості мотиваційного компоненту готовності до інновацій у сучасного студента, надаються висновки та окреслено подальші перспективи дослідження.

Ключові слова: інноваційна діяльність, готовність, майбутній вчитель, мотиваційний компонент готовності до інновацій.

Гончарова О. А.

Мотивационный компонент готовности будущего учителя к инновационной деятельности

В статье представлен теоретический анализ понятия готовности будущего учителя к инновационной деятельности, содержится подробная характеристика мотивационного компонента вышеупомянутой готовности. Освещены взгляды современных отечественных и зарубежных ученых на проблему внедрения нововведений в учебно-воспитательный процесс и создание соответствующей базы для подготовки учителя к использованию новаций в профессиональной деятельности. Представлено собственную трактовку понятия готовности учителя к инновациям, которая проявляется в направленности его действий на постоянное совершенствование, оптимизацию и обновление профессиональной

деятельности через осведомленность о закономерностях и современных тенденциях развития образования, новые технологии и авторские методики обучения и воспитания, нововведения и новации в сфере педагогической деятельности. Представлены социальные установки, интересы, потребности, мотивы, способствующие формированию готовности будущего педагога к работе в инновационном режиме, проанализирована сущность профессиональной этики, профессионально-педагогических идеалов, взглядов, принципов, убеждений, которые лежат в основе ценностно-профессиональной ориентации будущего учителя и инициируют готовность действовать в соответствии с ними. В статье представлены результаты констатирующего эксперимента по выявлению уровня сформированности мотивационного компонента готовности к инновациям у современного студента, предоставляются выводы и очерчены дальнейшие перспективы исследования.

Ключевые слова: инновационная деятельность, готовность, будущий учитель, мотивационный компонент готовности к инновациям.

Information about the author

Honcharova Olha Anatoliyivna, Deputy Director of the Institute of Social Pedagogical and Art Education, Candidate of Pedagogical Sciences, Associate Professor of the Department of English Philology and English Language Teaching, Bogdan Khmelnytsky Melitopol State Pedagogical University.

The article was received by the Editorial Office on 10.09.2013

The article was put into print on 27.12.2013

Peer review: Zhuravl'ova L. S., Candidate of Pedagogical Sciences,
Associate Professor