

TEACHER'S INNOVATIVE COMPETENCE: STRUCTURAL AND CONTENT CHARACTERISTICS

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ABSTRACT

Based on the analysis of relevant scientific literature and generalization of practical experience, the article formulates the author's definition of the teacher's innovative competence; structurally meaningful characteristics of innovative competence are presented in the unity of interaction of the projective, cognitive, technological, creative and regulatory components; The levels of manifestation of the innovative competence of the teacher are determined.

Keywords: Teacher's innovative competence, structural components, levels of manifestation of the teacher's innovative competence.

INTRODUCTION

The introduction of innovative pedagogical technologies into the education system, the maximum individualization of the educational process, the creation of conditions for self-realization and self-development of all participants in the pedagogical process actualize the teacher's readiness for innovative activity in the educational space, its innovative competence, since the teacher plays a key role in the educational system.

The theoretical basis for the study of innovative competence is the work on the professional competence of a teacher, which examines the structure of competence, its content, functions, strategies, technology. The directions connected with the development of different types of competence are especially significant: special, methodical, social, communicative, information, general cultural, pedagogical, psychological, innovative, etc. Theoretical basis for the study of innovative competence is the work on the professional competence of a teacher. (V.I. Bidenko, A.A. Derkach, V.G. Zazykin, E.F. Zeer, I.A. Winter, N.V. Kuzmina, A.K. Markova, D. Raven, A. Shelton, A.V. Khutorov, etc.).

Using the leading ideas of system, activity, competence and personal approach, as well as practical experience, innovative competence, we consider the level of teacher's knowledge of the skills of designing, creating and implementing a new in the educational process, providing the transformation of intellectual, motivational, creative potential of the personality of the student and teacher.

MATERIALS AND METHODS

Based on the definition of innovative competence of a teacher, we will present its structure through a set of interrelated, interdependent and complementary components: projective, cognitive, technological, creative and regulatory.

In order to form a holistic view of the content and technologies of the process of development of innovative competence of a teacher, as well as to understand how and under what conditions their formation is provided, we will consider these components in more detail.

The projective component is revealed in a teacher's ability to predict the processes, results, conditions and prospects of development of a student's personality at an innovative level. This component is endowed with parameters of updating of training; selection of an original combination, including non-traditional means of training; anticipation of productive and undesirable aspects of the educational process. Its main indicators are: the ability to plan new programs of actualization and development of students' abilities, the ability to predict new parameters of impact and interaction with students.

The ability to plan is expressed in creation of the image of the forthcoming activity (its purposes, stages, expected results); it is characterized by the ability of the teacher to concretize the content and means of intellectual, creative and motivational development of the personality; to predict possible problems and obstacles, to plan alternative variants of the supposed decisions, to project conditions and conditions of performance by students of any kind of activity.

The ability to predict is expressed in the ability to anticipate the introduction of innovative technologies, to show subjective intentions in new forms of cooperation; the ability to change attitudes, attitudes, behaviors, to influence them in the course of innovative educational activities. Cognitive component contains cognitive elements of innovative activity of the teacher and provides it. It includes a set of scientific and practical knowledge about the essence, specifics and peculiarities of pedagogical innovation.

Indicators of the cognitive component are: knowledge of methodological and theoretical foundations of the theory of pedagogical innovation and the system of original intellectual operations. Knowledge of methodological and theoretical bases is expressed in the teacher's forced understanding of the general principles of learning and construction of innovative activity, the regularities of innovation process organization; it is characterized by the system of knowledge about the goals, principles, content, methods and forms of innovative activity.

Possession of a system of original intellectual operations is expressed in a non-standard combination of analytical, prognostic, projective, reflective, applied skills; describes the way to perform actions determined by the joint innovative activity of the teacher and student. The technological component in the structure of the teacher's innovative competence characterizes the ability to build an algorithm of innovative activity, to develop and implement both traditional and innovative techniques, methods, and creatively transform them.

The leading indicators include: the ability to combine and effectively apply traditional and innovative ways of learning, the ability to organize a pedagogical experiment. The ability to combine and effectively use traditional and innovative methods of learning is characterized by the ability in specific substantive and procedural actions to transform the practical actions of subjects of the educational process to ensure the desired effect. This is the ability to construct an algorithm, model action strategies and determine the qualitative and quantitative characteristics of necessary and new technological steps.

RESULT AND DISCUSSION

The ability to organize a pedagogical experiment is manifested in the ability of a teacher to master the method of scientific cognition of psychological and pedagogical phenomena; to

reveal the regularities, mechanisms, trends in the development of students' potentials, to determine the most optimal ways and means of their education through the creation and renewal of the process situations, its qualitative transformation. The creative component is revealed in the teacher's ability to perceive and organize the educational process in a non-standard, original and new way. It includes the parameters of non-stereotypical perception and creative transformation.

The indicators of this component are: the ability to produce multiple solutions, sensitivity to the problems of pedagogical activity. The ability to produce a lot of solutions is revealed in the ability of a teacher to allow a variety of combinations in the process of understanding the pedagogical task, collecting the necessary information, in the evaluation of specific pedagogical conditions in order to transform and create new original models, intellectual, motivational, creative development of personality; it is characterized by the variation of pedagogical activity.

The sensitivity to the problems of pedagogical activity is revealed in the teacher's sensitivity to the most necessary phenomena of pedagogical reality; in sensitivity to its contradictions and uncertainty; it is characterized by the teacher's readiness to switch flexibly and quickly from one intellectual, emotional, creative idea to another. The regulatory component contains elements of control, ordering, correction of the process of innovative activity, management of one's own emotions and feelings. This component is designed to monitor the effectiveness, efficiency of the process. Its indicators are: the ability to manage the innovation process and the ability to self-organize.

The ability to manage the innovation process is expressed in the ability of a teacher to provide and maintain creativity and productivity of the pedagogical process; it is characterized by the ability to influence all subjects of the educational process, to lead and ensure their creative self-realization in educational and professional activities. The ability to self-organize is manifested in the teacher's purposeful orderliness of his or her creative activity within the framework of educational activity; it is characterized by the ability to influence all subjects of the educational process, to lead and ensure their creative self-realization in the educational and professional activity.

CONCLUSION

In order to optimize the ways of development of innovative competence of a teacher, it is necessary to present its levels. The problems of identifying the levels of development of processes, states, qualities are considered in the works of many scientists (E.V. Bondarevskaya, V.A. Slastenin, N.M. Zvereva, I.F. Isayev, N.V. Kuzmina, etc.). The level is the level achieved in the development of something, the qualitative state, the degree of this development. By level is understood the relation of "higher" and "lower" stages of development of structures of some objects or processes. The level is the "top" reached in the course of a process [1].

In this study, we proceeded from the understanding that all levels of an innovative teacher's competence are closely related to each other, and each previous one conditioned the subsequent one, including its composition, their development is gradual, from level to level. Levels of teacher's ability to design, create and integrate new things into the educational process are reproductive, search, technological and transformative levels. The revealed levels reveal the different degree of completeness of the components of the innovative competence of a teacher

and the efficiency of their use in the process of solving professional tasks of different complexity.

Thus, the analysis shows that all components of innovative competence go through their development path from reproductive to transformative levels.

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