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DEVELOPMENT OF READINESS OF PEDAGOGICAL WORKERS FOR INNOVATIVE ACTIVITY

Key words: innovative activity, development, pedagogical workers.

One of the important qualities of a teacher, the conditions for his success as a professional is the willingness to innovate. Sources of readiness for innovative activities cover the issues of personal development, professional orientation, professional education, upbringing and self-education, professional self-determination of the teacher. Readiness for innovative pedagogical activity is formed during pedagogical practice, accumulating everything accumulated in theory, higher education.

Presenting main material. Readiness for innovative pedagogical activity is a special personal state, which presupposes the teacher's motivational and value attitude to professional activity, possession of effective ways and means of achieving pedagogical goals, ability to creativity and reflection [1, p. 277].

Readiness for innovative activity is a prerequisite for the effective activity of the teacher, the maximum realization of his potential, the disclosure of creative potential. The success of innovative activities implies that the teacher is aware of the practical importance of various innovations in the education system not only at the professional but also at the personal level. However, the inclusion of a teacher in the innovation process often occurs spontaneously, without taking into account his professional and personal readiness for innovation. In addition, pedagogical innovations, like any other innovations, create problems associated with the need to combine innovative programs with state programs of education and training, the coexistence of different pedagogical concepts. No less acute are the problems of adapting innovation to new conditions. They are often caused by attempts to adapt to specific conditions pedagogical technologies, elements of the content of teaching and education that have proven effective in other areas, or concepts developed in a completely different historical context. Such mechanical transfer leads to the loss of content and deep essence of innovation, which often results in its discrediting, frustration of many people, creates a new wave of conservatism.

There are 10 problems:

1. Weak connection of practice with science. Teachers have long disbelieved cabinet scientists [2, p. 45]. It is now questionable to claim that everything is new only from science. The reasons for this confrontation did not arise today. 9 The dispute must be resolved by the market. It has a product (scientific result, technology, methodology, etc.), there is a manufacturer, there is a consumer. That is why only the scientific result on the basis of which real systems can be created will enter the market. The way to this is difficult, but there is no other: a market school is just around the corner and by investing money, consumers will want to get exactly what they ordered.

2. Incorrect psychologization. Philosopher and educator of the beginning of the last century P. Munsterberger at one time sharply criticized psychology for confusing knowledge about man. I. Pidlasy believes that the scientist's predictions have come true and psychology should be introduced into pedagogy with great caution. The progress of school psychologization has not led to the progress of education. On the contrary, the clear, healthy ideas of our predecessors were absorbed by artificial models and substitutes. Teachers' time and nerves must be saved, carefully considering how useful and necessary this or that psychological knowledge will be.

3. Violation of pedagogical principles. If we did not violate the classical principles of teaching and education, would fully comply with all their requirements, then we could always count on a guaranteed average result. But the persistent tendency to violate, ignore clear and obvious principles, which researchers have constantly pointed out since the 1920s, prevents us from teaching and educating better. We do not want to obey the rules, so shattered illusions accompany our society and school for a long time [2, p. 48].

4. Incorrect learning motivation. The state teacher has no motivation to improve the quality and productivity of work. It does not exist in a student to whom high upbringing and learning do not promise any benefits and advantages today. But no technology works without proper motivation. All of them, without exception, involve high mutual interest.

5. Primary and secondary. In academic subjects, very often in one pile dumped the main and secondary, necessary for all and intended only for some, permanent and accidental. But it is known that the less you need to learn, the more chances to learn. Any technology will always work well on a small amount of knowledge and skills. And even the best will hopelessly drown in the abyss of unstructured information. The amount of school content should be reduced at least twice, while increasing the chances of mastering the knowledge needed by all. The way to this is to structure information.

6. Inelasticity, inflexibility of technologies. Learning technology must be flexible, pre-tuned for stretching and compression. Strict regulation always hinders the achievement of high results. Nodal positions must always be performed firmly and steadily, and between them – space for the teacher's creativity.

7. Poor calculation of lessons. Any new technology will not solve anything by itself. The implementation of each technology takes place in the lesson, which retains the status of the basic form. If we calculate it well, prepare thoroughly for it, its productivity will definitely increase. And without proper training or in preparation anyway, which, unfortunately, has reached mass practice, 10 will not succeed. That is, no technology frees a teacher from his professional duties. High technology is based on very careful preparation of each lesson. And without this, no technology will work. Why should we invent other technologies, if we have had good results in the recent past due to proper preparation for training [2]?

8. Insufficient diagnosis. Without diagnostics there is no productive technology. And we are just learning to diagnose. We do not see any benefit in it. We often see extra burden and waste of time. With the diagnosis of inseparable monitoring - constant targeted monitoring of the progress of each on their chosen path.

9. Artificial stimulation. If there are no incentives or they do not work, there is little hope of improving results. With the right incentives, traditional technology will be unsurpassed. Coercive training and education are not always effective. Much better, of course, when a person acts motivated by inner desires. It is impossible to use them without purposeful self-education, which we mention only occasionally, and in the conditions of eternal shortage of time we really can't organize. Any technology will work well if students are motivated by their own aspirations, formed by self-education.

10. Ignore daily optimization. Optimization, which we have unfortunately forgotten about, is a constant innovation, without which there is no improvement in results. The general technology does not take into account all the nuances, local conditions, the action of local factors. There is always a need to take a closer look at what is going on around us to understand what more needs and can be done to improve results. The above and other problems cannot be solved without awareness of the practical significance of changes in the education system at the personal level,

without the formation of readiness for innovation. How to implement this, read the following materials. They are intended for both teachers and school leaders [3, p. 280].

Some scientists (in particular, Kasyanova OM, skuid.gu.net) on the basis of study and analysis of research on the problems of pedagogical activity, determine the following parameters of innovative activity of teachers:

1. Readiness of the teacher to carry out innovative activities.
2. Innovative activity of the teacher.
3. The effectiveness of innovation.

The various forms of teacher involvement in innovation activities include:

- organization of a permanent scientific seminar on the most pressing issues on which teachers of the educational institution work;
- internships for teachers at research institutes and universities;
- pedagogical councils, "round tables", discussions;
- business, heuristic games to generate new pedagogical ideas;
- creative activity of teachers in methodical associations;
- participation in scientific and practical conferences;
- generalization of own experience and experience of the colleagues;
- classes on special refresher courses;
- independent research, creative work on the topic, problem;
- participation in collective experimental research work within the common problem on which teachers of the educational institution work.

The strategy of innovation of the teaching staff, individual teachers in each situation has its time constraints, which depends on the scale of innovation, how much time and what human, organizational, material and financial resources it requires. But most importantly, innovative pedagogical activities of teachers are the basis for the renewal of educational institutions, the creation of a qualitatively new pedagogical practice - the author's institution or a radical reform of the entire educational system.

Conclusion. I am convinced that the above materials will help to improve learning and the school itself. It is extremely important for self-study at home to know your strengths and learning style in order to take advantage of it. If you find it difficult to sit in one place for a long time, you are definitely a kinesthetic. So start your lesson with a preview of a huge associative scheme on a giant sheet of paper. Unfold it on the floor and move, studying the scheme. After watching the material, turn on classical music, move to its rhythm. Next, you need exercise – go for a walk or to the pool, or do both physical and intellectual exercises, for example, with the help of visual materials to consolidate what has just been absorbed by your brain.

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