

ABSTRACT

UDC: 378:011.3

DOI: 10.26697/ijes.2020.4.10

Teacher's Innovative Pedagogical Activity as a Provider of Qualitative Training of the Future SpecialistsProfessor **Kaidalova L. H.**¹¹ *National University of Pharmacy, Ukraine***Background:**

Teacher's innovative pedagogical activity is a targeted process of partial changes leading to the modification of the purpose, content, methods, forms and means of education and upbringing, adaptation of the educational process to new requirements. This leads to significant dynamic changes in the activities of the teacher, as the requirements are increased and the role of his professionalism, important and personal qualities as a subject of management in the educational process are increased.

Methods:

The following research methods were used to determine the teacher's readiness for innovative pedagogical activities: analysis, observation, conversations and comparisons.

Results:

Innovations in the study are considered as new results, new forms of educational process organization in the training of future professionals in higher education institutions, forms of management of mental and cognitive activities, new pedagogical technologies, which are a prerequisite and provide high-quality training for future professionals.

A teacher's readiness for innovative pedagogical activity is a multi-component, multi-functional, purposeful, logical and dynamic process of qualitative changes in professional knowledge, skills, motivations, professionally significant and personal qualities. The structure of readiness for innovative pedagogical activity is considered as a set of motivational, cognitive, creative and reflective components that are mutually related and interconnected.

Motivational component of readiness for innovative pedagogical activity expresses the teacher's conscious attitude to innovative technologies and their role in solving urgent problems of pedagogical education. It is the core around which the basic qualities of the teacher as a professional are built, because the nature of his or her participation in innovative processes and the results achieved in training depend on what motivates the teacher to be innovative. The motivation for self-improvement of the teacher's personality is due to the following internal motives: spiritual necessity, desire for professional growth and success; expanding and deepening of knowledge; awareness of personal importance; realization of creative potential; need for self-realization; cognitive interest; sense of duty;

interest in the new things; personal growth; and due to the following external motives: compliance with modern requirements; recognition of students and colleagues; need for respect; competition; status, etc.

The teacher's positive motivation for innovation is due to the satisfaction of his personal and professional needs, such as development and the desire to apply the new, to improve the level of pedagogical skills, overcoming professional difficulties, the desire to be successful, etc.

The cognitive component of readiness for innovative pedagogical activity combines a set of knowledge of a teacher about the essence and specifics of innovative pedagogical technologies, their types and features, as well as a set of skills and abilities to apply innovative pedagogical technologies in the structure of his or her own professional activity. This component is the result of cognitive activity. The volume of knowledge (width, depth, and consistency), style of thinking, formation of teacher's skills and experience characterize it.

The reflexive component of readiness for innovative pedagogical activity characterizes the teacher's knowledge and analysis of the phenomena of his own consciousness and activity. This component is implemented through reflexive processes such as self-understanding and understanding of the other, self-assessment and evaluation of the other, self-interpretation and interpretation of the other.

Taking into account the research problem, we will give examples of innovative pedagogical activity: introduction of a radically new pedagogical idea into the educational process; updating and enriching the educational content; new forms, methods and tools in the organization of the educational process; author's methods of teaching disciplines, etc.

Conclusions:

According to this research, the structure of readiness for innovative pedagogical activity is identified as a set of motivational, cognitive, creative and reflective components that are mutually conditioned and interconnected and are implemented in teacher's activity.

Information about the author:

Kaidalova Lidiia Hryhorivna – Doctor in Pedagogical Sciences, Professor, Head of the Department of Educational and Information Technologies, National University of Pharmacy, Kharkiv, Ukraine.

Research interests: pedagogical technologies, training of healthcare professionals, training of masters of educational and pedagogical sciences; <https://orcid.org/0000-0003-4693-678X>