

## Theoretical aspects of studying the psychological preparedness of teachers to innovative activity

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**Abstract.** *The article deals with the theoretical aspects of the study of psychological preparedness of teachers to innovative activity. It analyzes the psycho-pedagogical works devoted to the study of the given phenomenon and makes an attempt to single out the structure of psychological preparedness of teachers to innovative activity, which will make it possible to define and work out psycho-pedagogical technologies of its formation in practical teachers. Also touched upon are the concepts of the level of pedagogical activity that requires a restructuring of the motivational sphere of the teacher's personality, his value orientations, goals, attitudes, hierarchy of external and internal incentives, orientation, claims, and interests. In this regard, readiness for innovative activity is considered as a necessary universal quality of a teacher, the main condition for effective professional activity in a high tech innovative society.*

**Key words:** *preparedness; psychological preparedness; structure of psychological preparedness to innovative activity; corpus, innovative activity.*

### INTRODUCTION

Taking into account the circumstances of rapid and constant changes in the educational system of Uzbekistan (the formation of universal educational activities, changing the requirements for the unified state examination), new requirements are being put forward for the personality and professional competence of the teacher, prompting him to actively and continuously participate in the innovative activity. There is no doubt that successful pedagogical activity is based not only on innovative approaches, but also on the teacher's willingness to take part in innovative pedagogical work. At the same time, the pace of changes in the education system does not allow the teacher to consciously and timely reorganize his knowledge, skills, learn new professional experience, the result of which is the "innovative fatigue" of the teacher, which manifests itself in the rejection of innovation or in imitation of innovation activities. All this actualizes the problem of supporting innovative activities, as well as developing and maintaining psychological readiness for innovative activities in an educational institution. It seems to us important to develop programs for the formation of psychological readiness for innovation.

### 2. LITERATURE REVIEW

The phenomenon of "readiness for innovative activity" is widely represented in psychological and pedagogical research (T. AVaiser, V. And Dolgova, M. Yu. Elagin, O. M. Krasnoryadtseva, I. E. Piskareva, E. A. Podvigina, V. A. Slastenin, E. N. Frantseva, etc.).

Currently, in the psychological and pedagogical literature, the problem of psychological

readiness for activity is considered from the perspective of functional and personal approaches. In the framework of the functional approach, psychological readiness is understood in its relationship with the psychological functions necessary to achieve high results in activities (E. S. Kuzmin, V. A. Yadov). In the personal approach, psychological readiness is studied in connection with personal prerequisites for successful activity (K. M. Durai-Novakova, M. I. Dyachenko and L. A. Kandybovich). In the studies of M.I. Dyachenko and L.A. Kandybovich, the dynamic structure of psychological readiness was determined, including the following components:

1) awareness of their needs, the requirements of society, the team or the task;

2) awareness of goals, the solution of which will satisfy the needs of the task;

comprehension and assessment of the conditions of activity, actualization of experience that is associated with solving problems in the past and fulfilling similar requirements;

### 3. ANALYSIS

Based on the analysis of psychological and pedagogical literature, we define the psychological readiness for innovative activity as a complex holistic process of the personality, characterized by the teacher's confidence in his abilities, the ability to mobilize his personal and professional resources in the situation of innovative activity emotional uplift, activity in achieving set goals and objectives. In the presented pedagogical research, the structure of readiness for innovative activity, its technological and personal sides are systematically integrated, which ensures the necessary integrity of the image of a teacher-innovator. The level of development of personality structures directly or indirectly determines the quality of the operational components of innovative activity, since it is the teacher's attitude to innovations, awareness of their importance that determines the success of the implementation of innovations in the practice of work of general educational institutions.

The factors of manifestation of readiness for innovative activity by V. I. Dolgov include activity, orientation, individual and psychological characteristics, individual style of activity, setting, self-concept, value orientations and relationships, the ability to creative activity, innovative important personality qualities, professionalism, risk preparedness.

Considering the structure of the teacher's readiness for innovation, we relied on the approach of V. A. Slastenin and L. S. Podymova, according to which the teacher's innovative activity has four components: motivational, creative, technological and reflective. [4, p. 152].

Having analyzed the existing approaches to the study of psychological readiness for innovative activity and its components, taking into account the possibilities of psychological support of its development, we consider it appropriate to highlight the following components of psychological readiness for innovative activity:

1) motivational component - attitude to pedagogical innovations, as well as motivational readiness of a teacher to improve his own professional activity;

2) the cognitive component - the knowledge and ideas of the teacher about innovative technologies and about their own innovative potential;

3) volitional component - the ability to arbitrarily control one's actions, feelings, behavior in conditions of innovative activity;

4) reflective-evaluative component - self-control and reflexivity, necessary for the teacher to reflect on the experience of their own innovative activities;

5) personal qualities that contribute to the inclusion of a teacher in innovative activity (tolerance

to uncertainty, intellectual lability, stress tolerance, mobility, creativity) [5, p. 20-23].

#### 4. DISCUSSION

On the basis of experience and assessment of the conditions Kryukova EM, activity, the most optimal ways of solving tasks are determined;

1) predicting the manifestation of their intellectual, emotional-volitional, motivational processes, assessing the correlation of their capabilities, the level of attempts and the need to achieve a certain result;

2) the mobilization of forces in accordance with the conditions and assignment, self-hypnosis regarding the achievement of goals [1].

According to this approach, the state of psychological readiness has a complex dynamic structure and expresses the intellectual, emotional-volitional and motivational aspects of the human psyche in their relation to emerging conditions and future tasks. The distinguished components of a person's psychological readiness for activity determine the success of a person performing professional functions, while pointing to the dialectical unity of long-term and situational readiness - namely, that long-term readiness is determined by the effectiveness of the implementation of situational readiness in specific circumstances. Researchers M.I. Dyachenko and L.A. Kandybovich also indicate that the most important indicators of long-term readiness are related to the motivational sphere of the personality and are manifested in the need for successful fulfillment of the assigned task, in interest in the object of activity and the method of its implementation, as well as the pursuit of success. At the same time, a sense of responsibility, confidence in one's actions, faith in success, self-regulation, mobilization of all forces to solve a task and the ability to concentrate on it are associated with emotional-volitional components of psychological readiness.

Considering the psychological readiness for innovations in pedagogical activity, E. N. Frantseva defines it as an "integrative mental education, representing the unity of cognitive (knowledge of innovations, methods of their application, etc.), affective (positive attitude to pedagogical innovations), empathy, the prevalence of positive emotions in professional activities, etc.) and the conative (activity) components, where the activity component acts as the system-forming component, and the main characteristics of the system is creativity" [2, p. 17].

Entering the innovative level of pedagogical activity, first of all, requires restructuring the motivational sphere of the teacher's personality, its value orientations, goals, attitudes, hierarchy of external and internal incentives, orientation, claims, interests. That is why the readiness for innovative activity is considered as a necessary universal quality of a teacher, the main condition for effective professional activity in a high-tech innovative society. However, the current level of a teacher's personal and professional readiness for creativity in professional detail, making non-standard decisions, taking initiative and excess activity does not correspond to the expected level of innovation in education required in the light of the process of updating target, substantial and procedural characteristics of education.

In psychological and pedagogical studies it is noted that the personality and professional features of the teacher as a subject of innovative pedagogical activity largely determine the structure and content of his readiness for innovative activity, which is determined by the presence of the motivational value attitude of the teacher to professional activity, possession of effective ways and means to achieve pedagogical goals, the ability to creativity and reflection. In this case, preparedness acts as the basis for

an active social and professional-pedagogical position, prompting innovative activity.

In the works of V. A. Slastenin, the teacher 'readiness for innovative professional activity is understood as the integrative quality of a person, which, representing the unity of personal and operational components, ensures the effectiveness of this activity; in the readiness structure, motivational, creative, technological, and reflexive components are distinguished.

I.V. Gavrish defines the teacher's readiness for innovative professional activity as the integrative quality of his personality, which manifests itself in the dialectical unity of all structural components, properties, relationships and relationships in his studies. This is most fully consistent with her understanding of as a complex personal education, is a condition and a regulator of the successful innovative professional activity of a teacher. The readiness structure turns out to be identical to the structure of the functional psychological system of innovative pedagogical activity and includes the following components: motives, goals, informational basis and program of activity, as well as a decision-making unit and a subsystem of professionally important qualities personality. In her study of psychological readiness for innovative activity as a characteristic of the educational environment, O. M. Krasnoritseva notes that "psychological preparedness for innovative activity reflects the dynamic characteristics of the multidimensional life world of a person (initiative as a person's willingness to act in conditions of unpredictability results of activity, rely on your own strengths (trust in yourself) and be responsible for the results; openness to changes; willingness to change; ease of adjustment) [3, p. 152].

A. L. Zhuravlev offers three components for measuring attitudes toward new innovations: readiness (motivation), preparedness (skills) and real activity. At the same time, there are studies showing that a high level of psychological readiness (social attitude) for innovations is not consistent with real behavior and activity in which this attitude is not implemented.

## 5. CONCLUSION

We believe that the psychological activity of the targeted formation of the selected components of psychological readiness for innovative activity will reduce the resistance of teachers to innovation, ensure the activation of innovative activity in an educational institution, and will also help teachers create their own military innovation projects and enrichment of innovative activity in an educational institution.

The involvement of the future teacher in innovative activity in the process of studying psychological disciplines helps to increase the level of professional competence, activates his desire to acquire new knowledge, self-expression, self-realization in solving pedagogical problems, and the development of creative potential. [6, p. 98].

V.I. Zagvyazinsky, T.A. Strokova noted that the teacher's professional activity can hardly be called full-fledged if it is based only on the principles of reproduction of previously learned working methods. Such an activity is not effective due to the fact that it does not use the existing innovative opportunities that can achieve better results in education. [7, p. 176].

The pedagogical process, built taking into account modern educational needs and characteristics of students, stimulates students' interest in academic subjects, helps to increase academic performance, to develop professional competencies of a teacher.

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