



## Increasing The Level Of Professional Skills Of A Teacher As A Condition Of Transition To Innovative Pedagogical Activities

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### ABSTRACT

The article covers issues such as the level of professional development of teachers, the conditions for the transition to innovative pedagogical activity, innovative activity and its content.

### KEYWORDS

Innovative activity, professionalism, pedagogue, competence, modernization, education, component.

### INTRODUCTION

Today society needs educated, moral, entrepreneurial people who can independently make responsible decisions, predicting their possible consequences, capable of cooperation, ready for continuous professional growth, social and professional mobility. It is obvious that the education

system needs modernization to meet the realities of life in a global and rapidly changing world. In the state sense, this is the correspondence of education to the modern life needs of the state, in pedagogical terms, it is an orientation not so much on the assimilation of knowledge, skills and abilities by

students, but on the development of personality, cognitive and creative abilities.

### THE MAIN RESULTS AND FINDINGS

With all the variety of ways and means of modernizing the education system, innovative pedagogical activity is the basis for updating.

Today, support for the innovative component in Transnistrian education is officially recognized as a priority of the state's social policy. The state documents defining the priorities for the development of educational policy clearly indicate the need for a new teacher who is not afraid of various changes in programs, curricula, etc., as he has the skills of professional management activities, a teacher who not only teaches, but also, first of all, creates conditions for creative self-determination, self-development, self-knowledge of their students, a manager-teacher and a teacher-methodologist.

In this regard, the formation of the teacher's readiness for innovative activities is the most important condition for his professional development.

In pedagogical science, innovative activity is understood as purposeful pedagogical activity based on understanding one's own practical experience by comparing and studying, changing and developing the educational process in order to achieve better results in the study of new knowledge, a qualitatively different pedagogical practice.

The main functions of innovation include changing the components of the pedagogical process: goals, content of education, forms, methods, technologies, teaching aids, management system, etc.

The teacher's professional activity is incomplete if it is built only as a reproduction of once mastered methods of work, if it does not use objectively existing opportunities to achieve higher educational results, if it does not contribute to the development of the personality of the teacher himself. Without creativity, there is no master teacher.

Of course, the nature of the teacher's innovative activity also depends on the conditions existing in a particular educational institution, but, first of all, on the level of his personal readiness for this activity.

Readiness for innovative activities is a set of qualities of a teacher that determine his focus on improving his own pedagogical activity and the activities of the entire staff of an educational institution, as well as his ability to identify urgent problems of students' education, find and implement effective ways to solve them.

The first component of the teacher's readiness for innovative activity is the presence of positive motivation for it. depending on the content of the motive, innovative activity can have different meanings for different people, for example:

- Overcoming all kinds of tensions in relations with management and colleagues;
- The formation of a new view of oneself as a professional;
- Fulfillment of their professional duty;
- Increasing authority among parents and students;
- Receiving additional earnings;
- Acquiring a new status among colleagues;

- Realization of creative potential and self-development;
- Increasing the interest of students in learning and education;
- Increased self-esteem.

Lack of motivation indicates that the teacher is not ready for innovation. The material motive or the motive of “escape” from failure corresponds to a weak readiness for innovation. A high level of readiness for innovation corresponds to a mature motivational structure, in which the values of self-realization and self-development play a leading role.

The teacher's focus on the development of his professional abilities and the achievement of higher results is a necessary condition for the acquisition of a sense of value and purpose by innovative activity, and not the realization of some other motives. Any person in professional activity will be able to reach the heights of mastery only by changing, only mastering all new ways of activity and solving more and more complex problems, at the same time critically assessing himself and what has already been achieved. Without an awareness of the personal value of innovative activity, there can be no high readiness for this activity.

The second component of the readiness under consideration is a complex of knowledge about modern requirements for educational results, innovative models and technologies of education, about everything that determines the needs and opportunities for the development of existing pedagogical practice. The teacher's competence in this area of knowledge is determined, first of all, by how he understands the goals of education in general and what requirements he sets for the results

of his work. but it is not enough just to know about the existence of innovative educational models, programs, technologies. In order for a teacher to be able to navigate well in the space of possibilities and make the right choice, he must understand the conditions for their effective use. any change in activity should be not only relevant, but also appropriate to the conditions actually existing in the given educational institution. If, for example, a teacher wants to build his work, implementing the technology of developmental, problem-based or research education, and in general, the pedagogical process in an institution is built according to a knowledge-oriented model, then he must be aware that in these conditions only partial application is possible. innovative technology.

The third component of a teacher's readiness for innovation is competence in the field of pedagogical innovation. A teacher who is well prepared for innovation in this aspect:

- Owns the conceptual apparatus of pedagogical innovation;
- Understands the place and role of innovation in an educational institution, its connection with teaching and educational activities;
- Has non-standard thinking;
- Knows how to study the experience of innovative teachers;
- Is able to critically analyze pedagogical systems, curricula, technologies and didactic teaching aids;
- Knows how to develop and substantiate innovative proposals to improve the educational process;
- Knows how to develop projects for the introduction of innovations;

- Knows the technology and culture of the experiment;
- Is able to analyze and evaluate the system of innovative activity of the school;
- Knows how to analyze and evaluate himself as a subject of innovation;
- Has adequate self-esteem.

## CONCLUSION

According to the above, the general level of a teacher's readiness for innovative activities is directly proportional to the level of motivational readiness, the level of competence in innovative education, as well as the level of competence in pedagogical innovation.

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