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THE SIGNIFICANCE OF TEACHERS' PSYCHOLOGICAL READINESS FOR INNOVATIVE CLASSROOM ACTIVITIES AND ITS SOCIO PSYCHOLOGICAL BACKGROUND

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ABSTRACT

The article is devoted to the consideration of theoretical aspects of studying the psychological readiness of teachers for innovative activities. Psychological and pedagogical studies devoted to the study of this phenomenon are analyzed. An attempt has been made to identify the structure of the teacher's psychological readiness for innovative activity, which will make it possible to determine and develop psychological and pedagogical technologies for its formation among teachers. The results of scientific research on the topical problem of the development of innovative readiness in the conditions of the socio-psychological climate of teaching staff of higher educational institutions are touched upon.

In a situation of high uncertainty in the system of higher professional education, the problem of the psychological readiness of a teacher in the context of optimizing the socio-psychological climate of teaching staff of universities is of particular importance and relevance, since it is the main and necessary factor in the development of the innovative potential of modern educational institutions.

KEYWORDS

Teaching staff, innovative readiness, socio-psychological climate, higher educational institution, pedagogical communication, flexible, psychological readiness; the structure of psychological readiness for innovative activity; innovative activity.

INTRODUCTION

The global changes taking place in various spheres of modern society contribute to innovative transformations in the system of Uzbek education. In this regard, there is a need to implement new approaches to the organization and planning of educational activities in higher educational institutions, which radically changes the significant goal - improving the quality of education, the development of science and technology, which is possible with a high activity of participants in innovative pedagogical activities. In the context of these considerations, the university teacher's readiness for innovative activity is actualized, which implies flexibility of thinking, breadth of erudition, activity and desire for self-development, self-improvement, and creative search.

Unfortunately, the results of pedagogical practice and our own observations indicate the presence of such psychological barriers in the innovative activities of teachers as the "barrier of creativity", "pedagogical conservatism", "personal anxiety", "rigidity of thinking". All this confirms the relevance of the problem of the teacher's psychological readiness for innovation - a complex mental state that includes an understanding of the goals of innovation, high motivation, assessment and confidence in the effectiveness of this activity [1, p. four].

A. V. Khutorskoy, K. Angelovsky, A. M. Novikov, V. I. Zagvyazinsky, V. A. Kan-Kalik, M. V. Klarin, O. G. Khomeriki and others studied the problem of developing the innovative readiness of teachers. .

The theoretical analysis of scientific research by I. V. Mironova allows us to consider the innovative potential of a teacher as a systemic characteristic of his abilities in the process of developing, implementing and disseminating innovations [6, p. 25].

According to A. M. Novikov, the high efficiency of innovations depends, first of all, on the psychological personal attitude of teachers, the features of the proposed innovation, the innovative potential of the educational institution, the competence and position of the leader, the initiators of innovative work. The relationship of the above components suggests the possibility of implementing an innovation [7, p. 52].

In the studies of M. P. Prokhorova and A. A. Semchenko, innovative activity is considered as a factor in the quality training of teachers [8, p. 26]. In the studies of O. B. Dautova, A. V. Torkhova, the most important professionally important qualities of a teacher of a higher educational institution are passion for the profession, a broad outlook, erudition, justice, intelligence, sense of humor, attentiveness to people [9, p. 198]. The same position is taken in her research by N. Yu. Bardina, who singles out such obstacles in the innovative activity of a teacher as pedagogical conservatism, lack of methodological developments [3, p. 51]. In the studies of I. V. Tolstoukhov and T. A. Fugelov, communication is presented as an indicator of the psychological climate of the teaching staff. In their opinion, the teacher's personality is an important core in his professional activity [10, p. 2483].

An analysis of scientific research by G. A. Vinogradova shows that the well-being of an individual in a team is greatly influenced by the attitude of the individual to the team, his satisfaction with his own activities and interpersonal relationships in the team. Consciousness, perception, feeling as a person, assessment of each member of the team is developed depending on the climate of this team. At the same time, the well-being of a person contributes to the opportunity to realize one's spiritual and intellectual potential. We are talking about the mental state of the individual, which is

determined by the atmosphere of the team, so well-being is an indicator of the socio-psychological climate.

MAIN PART

It is important to understand that the socio-psychological climate creates the conditions for the successful implementation of innovative transformations in the higher education system. The main features of a favorable socio-psychological climate are openness of communication, the ability to think freely, the desire for professional and intellectual growth, the ability to contribute to the development of an organization, optimism, trust, mutual support, interpersonal sympathy, warmth and attention in relationships, confidence, cheerfulness, creativity, etc. etc. [4, p. 5].

As a result of the analysis of scientific literature, common and different views of scientists on the phenomena of the teacher's psychological readiness for innovative activity and the socio-psychological climate were revealed. Thus, in the views of the scientists presented above, the recognition of the fact that readiness for innovative activity is characterized as a state and a stable characteristic of a person is common. With the existing differences in the views of F. Genov, E. P. Ilyin, N. D. Levitov, L. S. Nersesyan, A. Ts. physically) the general idea is that the psychological readiness for innovative activity is the area of the personal "I". In the views of E. S. Kuzmin, B. R. Lomov, R. Kh. Shakurov, B. D. Parygin and others, the socio-psychological climate is considered as a system of interpersonal relations. The difference is seen mainly in the structural, functional composition of the socio-psychological climate, its essential understanding. So, B. A. Berezin, I. P. Volkov, A. M. Golyshev, V. I. Zatsepina, I. E. Kiselev and others identify the socio-psychological climate, psychological climate, moral and psychological climate, investing in them identical

meaning. Whereas V. V. Boyko, G. A. Vinogradova, O. I. Zotova, A. G. Kovalev, A. N. Lutoshkin and others share the concepts of "social-psychological climate", "psychological climate" and others [4, With. 16].

The theoretical analysis of the available research on the problem of psychological readiness for innovation and the socio-psychological climate of teaching staff made it possible to determine our own point of view on understanding such phenomena as "psychological readiness for innovation" (an internal mental state that includes motivational, cognitive, personal (instrumental), organizational components of readiness for innovations) and the "socio-psychological climate of teaching staff" (an integral and dynamic characteristic of the socio-psychological aspects of the life of the teaching staff).

In psychological and pedagogical research, it is noted that the personal and professional characteristics of a 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 teacher's motivational value attitude to professional activity, possession of effective ways and means to achieve pedagogical goals. ability to be creative and reflective. In this case, readiness acts as the basis for an active social and professional-pedagogical position, encouraging innovation. In the works of V. A. Slastenina, the teacher's readiness for innovative professional activity is understood as the integrative quality of the personality, which, representing the unity of personal and operational components, ensures the effectiveness of this activity; motivational, creative, technological, reflexive components are distinguished in the structure of readiness [13]. In his research, I. V. Gavrilin defines the teacher's readiness for innovative professional activity as an integrative quality of his personality, which

manifests itself in the dialectical unity of all structural components, properties, connections and relationships. This is most fully consistent with her understanding as a complex personal education, which is a condition and regulator of 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, information basis and activity program, as well as a decision-making block and a subsystem of professionally important personality traits [11]. In her study of psychological readiness for innovative activity as a characteristic of the educational environment, O. M. Krasnoryadtseva notes that “psychological readiness for innovative activity reflects the dynamic characteristics of the multidimensional human life world (initiative as a person’s readiness to act in conditions of unpredictable results of activity, rely on one’s own strength (self-confidence) and be responsible for the results; openness to change; willingness to change; ease of restructuring)” [4, p. 152].

A. L. Zhuravlev offers three components for measuring attitudes towards innovations: readiness (motivation), readiness (skills and abilities) 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 activities in which this attitude is not implemented.

Based on the analysis of psychological and pedagogical literature, we define psychological readiness for innovative activity as a complex holistic process of an individual, characterized by the teacher's confidence in his abilities, the ability to mobilize his personal and professional resources in a situation of innovative

activity, emotional uplift, and activity in achieving the goals and objectives.

In the presented pedagogical studies of the structure of readiness for innovative activity, its technological and personal aspects are systematically combined, which ensures the necessary integrity of the image of an innovative teacher. The level of development of personal structures directly or indirectly determines the quality of the operational components of innovation activity, since it is the attitude of the teacher to innovations, awareness of their significance that determines the success of the implementation of innovations in the practice of general educational institutions.

V.I. Dolgova considers activity, orientation, individual psychological characteristics, individual style of activity, attitude, self-concept, value orientations and attitudes, ability to creative activity, innovative important personality traits, professionalism, readiness to be the factors of manifestation of readiness for innovative activity. to risk [12]. Considering the structure of a teacher's readiness for innovative activity, we relied on the approach of V. A. Slastenin and L. S. Podymova, according to which a teacher's innovative activity has four components: motivational, creative, technological, and reflexive [13]. Having analyzed the existing approaches to the study of psychological readiness for innovation and its components, taking into account the possibilities of psychological support for its development, we consider it appropriate to single out the following components of psychological readiness for innovation:

- 1) Motivational component - the attitude to pedagogical innovations, as well as the motivational readiness of the teacher to improve their own professional activities;

- 2) Cognitive component - the teacher's knowledge and ideas about innovative technologies and their own innovative potential;
- 3) Volitional component - the ability to arbitrarily control one's actions, feelings, behavior in the conditions of innovative activity;
- 4) Reflexive-evaluative component - self-control and reflexivity, necessary for the teacher to comprehend the experience of his own innovative activity;
- 5) Personal - personality traits that contribute to the inclusion of a teacher in innovative activities (tolerance to uncertainty, intellectual lability, stress resistance, mobility, creativity).

CONCLUSION

In conclusion, I would like to say that psychological activity for the purposeful formation of the identified components of psychological readiness for innovation activity will reduce the resistance of teachers to innovation, ensure the activation of innovation activity in an educational institution, and will also contribute to the creation of their own innovative projects by teachers and the enrichment of innovative activity in an educational institution.

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