
Innovative educational environment as a factor in the development of teacher's professional competence

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Abstract: The article deals with the concept of innovative educational environment, reveals the function of innovative educational environment and its influence on the development of readiness, formation of competent attitude of teachers to professional activity.

Key words: structure, [formation](#), education, competences, innovative educational environment.

Innovative activities in education have been gaining importance worldwide since the second half of the twentieth century. This was due to the need to overcome the crisis phenomena, clearly identified in education in the era of transition to post-industrial society, as well as the general trend initially formed in the economy.

In the most general sense, innovation activity is the activity of mastering and implementing innovations, providing the transformation of ideas into innovation and forming the system of management of this process. A.V.Khutorskaya defines it more specifically as a set of measures taken to ensure the innovation process at this or that level of education, as well as the process itself.

General and specific features of innovative pedagogical activity are revealed in the works of many researchers, such as A.A. Arlamov, N.F. Vishnyakova, V.I. Zagvyazinsky, M.V. Klarin, N.V. Kuzmina, S.D. Polyakov, M.M. Potashnik, M.M. Friedman, N.R. Yusufbekova and others. In foreign science, the problems of innovation planning and management of innovation processes are studied by R. Adam, E. Rogers, A. King, B. Schneider, L. Anderson, L. Briggs, H. Barnett and others.

The main functions of innovation activity include changes in the components of the pedagogical process: the meaning, goals, content of education, forms, methods, technologies, means of education, management system, etc. At the same time, almost all researchers agree that it is impossible to consider spontaneous searches as innovative, since innovations are purposeful, meaningful changes.

It should be noted that innovative processes are inevitably in conflict with the existing traditional education system, although there is a relationship between them. Today, it can be argued that in the last decade, two trends of its development - traditional and innovative - have coexisted in domestic education. Thus, according to B.M. Igoshev, in the modern educational space, in the system of education we can distinguish two types of educational institutions: traditional and developing.

In the traditional education system, which is characterised by relatively stable functioning aimed at maintaining a once established order, the focus is on the educational process. The relationship between the participants is constructed as subject-object, where the subject (the teacher) is in limited conditions, his activity is governed by the curriculum and work programme, rigidly setting the



framework of the relationship; the object (the student) must be filled with a certain amount of knowledge, his role is passive assimilation of information.

Developing (innovative) systems are characterised by a search mode. In developing educational systems, innovation processes are realised in the following directions: formation of new educational content, development and introduction of new pedagogical technologies, creation of new types of educational institutions.

From these positions, it is clear that in today's world, education not only requires improvement - it must be innovative in its essence. The renewal of the world and society gives innovation processes the character of continuity, the focus on the constant renewal of education. This means that in the conditions of transferring education into the mode of innovative functioning, modernisation becomes a mechanism for its continuous development.

At present, innovative changes are going in various directions, such as the formation of new educational content; the development and implementation of new teaching technologies; the use of methods and techniques for mastering new programmes; the creation of conditions for student self-determination in the learning process; a change in the style of thinking of both teachers and students, a change in the relationship between them, the creation and development of creative innovative teams of educational institutions. And with all the contradictions, costs and shortcomings of these processes, they have an objectively positive character. It is innovativeness that will allow to overcome the conservatism characteristic of education as a social institution, will provide conditions for the creation of mechanisms for flexible, rapid response to changes in the social order, the needs of the state and the individual, which is considered today as one of the most urgent tasks of educational development.

Analysing the pedagogical literature, N.Y. Postalyuk, innovations in education can be innovations specially designed, developed or "accidentally discovered" in the order of pedagogical initiative. The content of innovation can be: scientific-theoretical knowledge of certain novelty (V.M. Polonsky); new effective educational technologies (V.P. Bepalko, V.V. Serikov); a project of effective innovative pedagogical experience ready for implementation in the form of a technological description (N.L. Guzik).

Thus, for all the differences in the above approaches to understanding the essence of pedagogical innovation, the common feature is that its focus is on the processes and results of pedagogical creativity. All researchers emphasise the need for education in a new theoretical understanding of the essence of innovation processes, in the development of pedagogical conditions that ensure continuous innovation movement. This need, in its turn, actualises the problem of special training of personnel, first of all, teachers competent in the sphere of pedagogical innovations. It is the readiness of teachers to innovate, to work in continuous innovation mode that determines the success of innovative education development. And one of the main components of this readiness is the ability to respond flexibly and promptly in their professional activity to the constantly changing needs of society, labour market, personality, technologies and continuously updated information environment. Thus, teacher competence becomes one of the most important conditions for sustainability, stability of development of innovations in education. Therefore, the purposeful development of professional competence of teaching staff is the most important factor in the innovative development of education.

In the context of the leading trends in the development of education, professional competence is a characteristic of social reality, expressing the dialectical interdependence of continuous innovative development and, at the same time, sustainability, stability of the functioning of the educational



sphere of society. It is also important to ensure that education is oriented towards building professional competence as an alternative to traditional teacher training. This direction is realised on the basis of application of the competence approach in pedagogical education. In this case, the teacher faces the problem not of selecting the knowledge to be mastered by the student or identifying the personality qualities that need to be developed, but first of all of selecting the areas and spheres of application of educational results that will be most significant for the student in his/her social and professional activity - key competences. It is the key competences that determine the selection of knowledge (the content of education), which distinguishes this approach from the traditional one, which is based on the idea that the content of education should represent "pedagogically adapted social experience of mankind.

A large number of studies are devoted to various aspects of the application of the competence approach in education and a significant part of them is devoted to the problems of formation of professional competence of teaching staff (A.V. Zhurenko, L.N. Zakharova, V.Y. Krichevsky, A.N. Kuzmitskaya, A.A. Mayer, S.M. Rogozhnikova, O.G. Smolyaninova, T.M. Sorokina, etc.). These works offer different sets of key competences and structural characteristics of professional competence as a personal-professional quality of a teacher, and substantiate different models of its formation.

In social sciences, the environment is defined either as the surrounding world, opposed to the internal, innate activity and behaviour of man, or as a set of natural and social conditions, or as an objective reality existing according to the inherent laws of social development. The concept of "educational environment" is relatively new, so it cannot be considered unambiguously defined.

Researchers turn to the concept of educational environment due to the radical change of the situation in education in recent years. The most significant changes include, for example, the fact that experimentation in the field of education is now presented in a variety of directions, schools have gained much more freedom and autonomy, and the number and variety of internal tasks that each individual school has been able to set and fulfil has increased. It is also important that student development is recognised as a key outcome and value of educational interventions. Therefore, it turned out that "traditional pedagogical criteria are not sufficient to assess the effectiveness of a school's developmental task. This requires a comprehensive analysis of all educational influences in their school-specific manifestation and combination"

In the process of analysing the content of the concept of educational environment, we proceeded from the definition proposed by I.M. Ulanovskaya: "The educational environment is an integral qualitative characteristic of the internal life of the school, which:

- is determined by the specific tasks that the school sets and fulfils in its activities;
- is manifested in the choice of means by which these objectives are achieved (means include the curriculum chosen by the school, the organisation of work in lessons, the type of interaction between teachers and students, the quality of assessments, the style of informal relations between children, the organisation of extracurricular school life, the material and technical equipment of the school, the decoration of classrooms and corridors, etc.);
- It is evaluated in a meaningful way by the effect it allows to achieve in the personal (self-esteem, level of pretensions, anxiety, prevailing motivation), social (competence in communication, status in class, behaviour in conflict, etc.) and intellectual development of children"

The structure of professional competence of a teacher is considered as consisting of three components:



- activity component (subject-activity knowledge, aspiration to be a professional, aspiration to freedom of choice, orientation to work with people, orientation to integrate the efforts of others, aspiration to create new things, readiness to overcome obstacles and take responsibility for the result, motivation to achieve success, readiness to take risks);
- personal component (aspiration to build one's own life, to be responsible for the events taking place in it, ability to show support, to help others, aspiration to self-development, ability to control one's emotional states);
- socio-communicative component (flexibility in communication, tolerance to uncertainty, optimism, developed skills of self-control in communication).

Each component corresponds to a certain group of factors determining their development. The development of the activity component of professional competence of a teacher is most influenced by the first group of factors - change of the leading activity; the development of the socio-communicative component is influenced by the second group of factors - change of the social situation of development; the development of the personal component is conditioned by the third group of factors - human subjectivity. Among the identified determinants of professional competence development, the conditions of the educational environment and, in particular, its innovative character play a special role.

Innovative educational environment is a set of material, spiritual, economic, pedagogical conditions and a system of organisational forms and means necessary for the development of innovative educational activities at school.

The study of the identified structural components will make it possible to develop a programme of psychological and pedagogical support for the development of teacher's professional competence.

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