

Ways of Development of Innovative Activity of School Teachers in Modern Russia

Olga Vasilyevna Shatunova

Kazan Federal University (Elabuga Institute), Elabuga, Russia

Abstract: The article is devoted to general issues connected with overcoming of crisis in modern Russian education. Solution of this problem is viewed in transition from traditional teaching to innovative one. Data obtained by means of a questionnaire is given which demonstrates the degree of development of innovative activity of school teachers. The results obtained allow to find out external and internal reasons influencing the skills of teachers in organization of innovative activity.

Key words: Education crisis • Innovative activity of school teachers • Novations • Pedagogical innovations • Educational novations

INTRODUCTION

In the beginning of 2st century the mankind enters new civilization in which human capital including intellect, knowledge, high professional mobility and social responsibility is of high demand. Therefore human capital is of utter importance in Russia because it can be regarded as main competitive advantage [1].

Change of civilizations is always connected with total crisis in society and educational sphere. M. Shchelkunov and E. Nikolaeva point out that modern education face a number of global challenges of modern times, which are cardinal changes, conceptualized in such notions as "knowledge economy", "commercialization", "globalization", "innovation", "informatization" etc. [2]. Crisis of national and world education [3; 4] is characterized by a situation when most of educational institutions are not able to perform their main function: to reproduce a person able to socialize in quick and effective manner.

The enlightenment paradigm of education existed in Soviet times orientated a person to obtaining of knowledge in the form which was considered appropriate by the teacher as a source of this knowledge. But the beginning of 21st century threw the believers of this paradigm into confusion, because the values of their ideas and postulates became inferior to more 'significant' values such as wealth, benefit, social status, etc.

In these conditions when society started to establish double standards, in the system of education the process of estrangement of a student from a teacher and school (and a school-from society) began [5]. Yu. Senko writes that this process is characterized by "translation of knowledge in depersonalized form" and the personality of teacher and a student is lost, kept quiet in regard to education".

Main part. Overcoming of crisis in education in opinion of many researches is transition from traditional teaching to innovative one. Only when the character of pedagogical activity will be changed from reproductive-executory into innovative it is possible to preserve and develop creative potential of a man, his intention for self-development, readiness for adequate reaction to changes in modern world.

Innovative teaching in school changes, first of all, personal position of a teacher, management style and accents of organization of educational process; demands analytical and in the same time projective and constructive thinking of a teacher which helps to see the process of studying in continuous dynamics of all its variables; suggests interactive character of communicative and intellectual activity, new ways of social and inter-personal interactions, directed to joint productive and creational activity.

However in spite of special attention of national and world science to innovative changes in education () the issues connected with study and development of innovative activity of school teachers have been not considered sufficiently yet.

Review of psychology and pedagogical studies (K. Angelovsky, M. Klarin, V. Lyaudis, L. Podymova and many others) allows to conclude that the problem of readiness of a teacher for innovative activity is still unsolved. This is suggested by numerous observations and talks with the teachers. Many-year experience of work with teachers at higher qualification courses, seminars, round tables gives us a right to agree that school teachers recognize the necessity of great changes in their work. They say that innovative processes in education have changed the character of educational process in school greatly.

It is well-known that any innovative process is characterized by use of novations. But in spite of the fact that pedagogics has reached significant results in development of progressive pedagogical novations teachers rarely use them. The main reason, in researchers' opinion, [6] is in their way of thinking which formed during their studies at university and become fixed with further practice and which is orientated to reproductive mastering of skills, techniques, influenced by stereotypes and traditional algorithms of activity.

As practice has shown in order to really use novations it is not enough just to get familiar with some innovative practices as they do at universities. Simple copying of any innovative pattern without understanding of its essence and adaptation to specific conditions, as a rule, will result to failures and sometimes can compromise any advanced achievement. That is why training of future teachers for the process of creation, evaluation, mastering and use of novations, innovation management is of utter importance.

In 2013 the members of scientific and research laboratory of innovative teaching activity of Elabuga Institute of Kazan Federal University under the command of professor of chair of pedagogics N. Savina performed a questionnaire survey of 562 school teachers working in different regions of Russian Federation (Bashkortostan, Republic of Tatarstan, Udmurt republic, Kirov Region, Perm Territory). The aim of this survey was to determine the level of readiness of high school teachers for innovative activity.

More than half of teachers (62,68%) pointed out that they are not quite satisfied with the conditions of modern educational process in school. 72,71% of teachers are sure that they can actively improve the quality of this process, 26% believe that they can do it partially. It means that there is a part of teachers which think that they are not those who really can influence the process of education modernization.

We can admit that this is the reason for some passivity and conservatism of teachers in mastering and implementation of teaching innovations. To the question "Who is usual initiator of novations in your school?" 39,44% of teachers answered that it was the schoolmaster, 35,04% mentioned deputy of schoolmaster in teaching work, 10,74%-deputy of schoolmaster on upbringing work, 28,52%-that it were higher authorities; and only 22,36% have admitted that teachers are those who usually initiate innovations. From these answers it is obvious that many of them have difficulties in mastering of pedagogical innovations. It must be mentioned that these difficulties are caused by external reasons (absence or weakly developed skills such as, for example, fantasy) and internal (fear, lack of self-confidence etc) [7, 8].

The questionnaire for teachers included the question "What do you understand by innovations in education?" The answers are shown in the diagram: see Figure 1.

Most of respondents (81,34%) believe that innovations in education are new things facilitating increase in quality of educational process. In the same time as the answers of teachers to the question "At which from proposed variants of possible attitude to innovative teaching activity do you agree?" demonstrate that some part of teachers do not refer themselves to innovative activity (Figure 2).

The answers of teachers to the question: "What, in your opinion, influences quality of educational process most effectively?" are especially interesting (Table 1):

Giving the 1st place to "Honesty in attitude to their duties" teachers proved that they are characterized by high degree of responsibility-as it has always been. But 'watchful' attitude of the teachers to everything new is observed-"Creative activity in producing educational novations" factor is on the fifth place.

Such factor as studying of innovative experience of teachers work and use of it in educational process is defined by the respondents as the key one (2nd place).

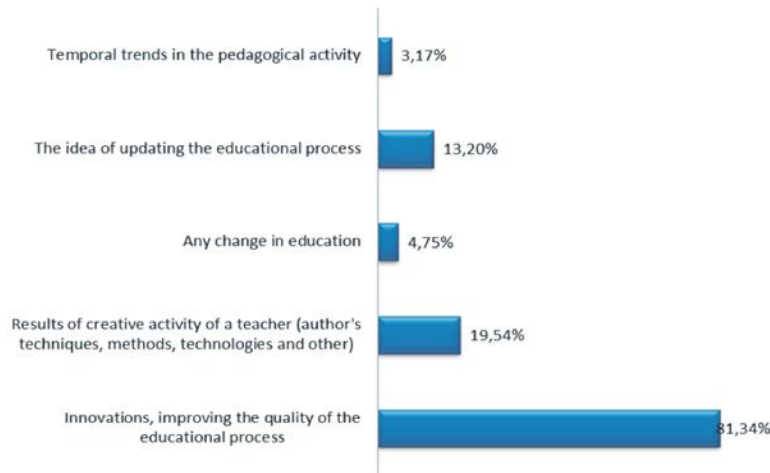


Fig. 1: Teachers' definition of notion "innovations in education"

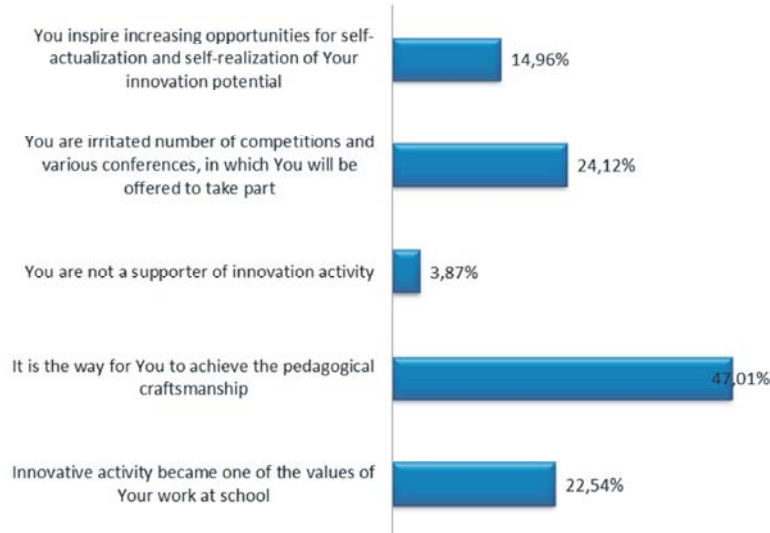


Fig. 2: Attitude of teachers to innovative pedagogical activity

Table 1: The results of ranging of factors influencing the quality of educational process

Factor	Place
Studying of innovative experience of teachers work and use of it in educational process	2
Honesty in attitude to their duties"	1
Generalization and analysis of one's own experience	3
Studying of scientific and methodological literature on psychology and teaching (self-education)	7
Participation of teachers in scientific and practical conferences and professional contests	6
Higher qualification courses	4
Creative activity in producing of educational novations	5
Finding earlier advanced practices and their adaptation to modern conditions	8
Incentives in tangible forms	9

But it must be taken into consideration that it does not include the activity of the teacher himself on creation of educational novations and we can say that teachers are more orientated to taking someone's else experience and less-to implementation of their own inventions.

The fact that factor "Higher qualification courses" is on the 4th place means that the studies at such courses influence professional career of teachers and as a result increase the quality of educational process at school. Such benefit is demonstrated in the answers to

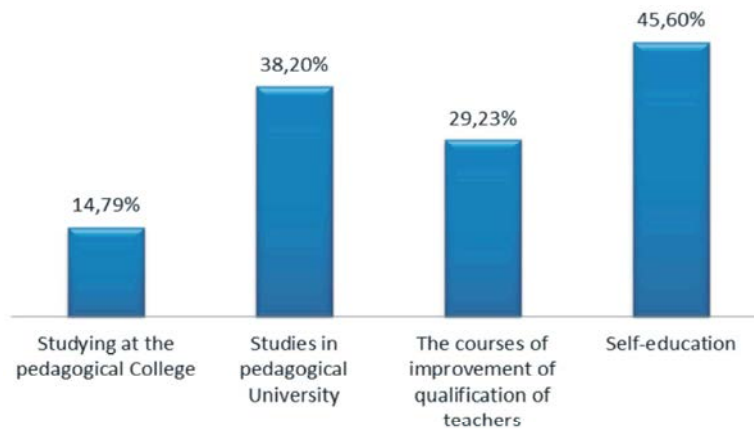


Fig. 3: Factors facilitating in getting skills and capabilities by teachers which are necessary for innovative activity

the question "What gave you the maximum support in obtaining skills and knowledge and facilitated development of capabilities necessary for innovative activity?" (Figure 3).

Analysis of answers of teachers to this question suggests that teachers lack qualified aid in performance of innovative activity in school. As most part of teachers put "Self-education" factor on the first place it means that they on their own, without external help, get knowledge and form capabilities necessary for innovative activity.

Inference: This questionnaire has revealed main problems which school teachers face in the conditions of innovative changes in education. They are as follows:

- Not all teachers believe that they can influence the improvement of quality of educational process at school, which stands for some passiveness and conservatism in mastering and implementation of pedagogical innovations.
- Difficulties which teacher suffer in the mastering of pedagogical innovations are caused by internal and external reasons.
- In spite of the fact that most of teachers believe that innovations facilitate improvement of quality of educational process, some part of teachers do not associate themselves with innovative activity.
- 'Watchful' attitude of teachers to novations, lack of self-confidence make them orientate to taking someone's else experience and less-their own experience.
- Most part of teachers must be provided with qualified aid and professional recommendations on development and implementation educational innovations into pedagogical practice.

The results of the questionnaire prove that the teachers must develop readiness to innovations since the beginning of their university studies; they must not only master educational innovations which were invented by someone else, they must actively invent them themselves.

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