Development of Readiness of Future Preschool Teachers to Innivative Activity

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Abstract. One of the important components of professional competence of teachers today is their involvement in innovation. In pedagogical science innovative activity is defined as purposeful pedagogical activity based on understanding of own pedagogical experience by means of comparison and studying, change and development of educational process for the purpose of achievement of higher results, receiving new knowledge, introduction of qualitatively other pedagogical practice. The relevance of our article is determined by the society's order for a creative teacher with a high level of readiness for innovative pedagogical activity, the need to develop a holistic system of improving readiness for innovative activity. The system-forming factor of readiness of the teacher for innovative activity is the need for transformation, improvement of pedagogical activity through innovative technologies of education.

Keywords: formation, the future teacher, an innovation, innovative activity, formation of readiness to innovative activity, project, presentation, scientific conference, indicators of innovative activity.

INTRODUCTION

Innovative activity in education, intensive development of innovative processes fundamentally change the system of professional pedagogical training of specialists. To meet the requirements of the time, a modern teacher must not only have basic knowledge and skills, but also possess innovative technologies, have the ability to innovate.

By the beginning of the XXI century innovation in education continues to be a young branch of pedagogy, which is at the stage of identifying patterns, clarifying the conceptual apparatus, formulating principles and other scientific attributes. According to N.R. Yusufbekova (1991), pedagogical innovation is the doctrine of the creation of pedagogical innovations, their assessment and development by the pedagogical community and, finally, the use and application in practice [1].

The reasons for the development of domestic pedagogical innovation are:

The crisis of education, which is recognized worldwide as a fait accompli. Despite all the differences in the forms of its manifestation in different countries, the following mismatches between:

− the needs of developing social practice and the level of real preparedness of high school graduates;
− new goals of higher education institutions and the existing organizational structure and forms of management;
− interests and opportunities of subjects of educational process.

1. Having received in the 90-s the possibility of self-development, many schools tried to carry out innovative activities, and found that the introduction of new forms, methods, pedagogical techniques requires an understanding of how these innovations to implement, understand, and follow. There was a need for scientific support for innovation. As a result, pedagogical innovation began to develop.

It turned out that pedagogical innovations, no matter how attractive they may be, cannot be mastered without proper management and organization of innovative processes. Initiative innovation groups or schools were inevitably faced with problems caused by innovation, and had to look for ways to solve them.

Here is a list of problems encountered by teachers-innovators, the solution of which is in the field of pedagogical innovation:
– differences in the needs of students, their parents, the school;
– existence in one school of supporters of various pedagogical concepts and approaches;
– discrepancy of concepts of educational institutions to requirements of surrounding society, educational standards;
– the problem of combining innovative training programs with traditional ones;
– lack of educational-methodological support for work on new concepts;
– complexity of adaptation of innovations to existing conditions;
– lack of professional training of a new type of teacher-innovator, as well as the head of an innovative educational institution.

The following problems are also associated with innovations in education: the technology of preparing teachers and administrators for innovative activities, their design; the dependence of the spread of innovations on the characteristics of this environment; patterns of perception of innovations by teachers and students; removal of psychological barriers to innovation; coordination with the requirements of universities for the preparation of applicants, etc.

Changes in the content and organization of educational institutions, their innovative orientation are closely related to changes in the methodological-technological training of teachers and managers. This process still does not have the necessary scientific and organizational basis. There is still a lack of scientific research and recommendations on the management of innovation activities of teachers, administrators, heads of regional and national levels.

Therefore, mistakes and miscalculations are made even at the level of government decisions. An example is the decision to connect all domestic schools to the Internet without the scientific, pedagogical and methodological support of the ongoing innovation processes.

Obviously, the intensity of the changes leads to an increase in the need for a new theoretical understanding of the essence of the management of innovative processes at the level of both the state and individual educational institutions, in the development of pedagogical conditions that ensure effective innovative movement. It is also important that innovative processes allow professional development and self-realization by teachers and administrators, contribute to the development of students ' skills of life in a changing world.

The formation of any scientific discipline involves the development of its conceptual apparatus through which problems are posed, hypotheses are put forward, the results of their verification are comprehended, and theoretical pictures of the reality being studied are created.

Pedagogical innovation studies the processes of development of educational practice by introducing into it some components that were not in it before, or replacing existing ones with more advanced ones. New educational program, new means of teaching, new organization of classes, new technology of education — these words we hear more often.

Dictionary S.I Ozhegov (1986) offers the following definition of "new" - "first created or made, appeared recently, instead of the former, newly discovered" [2]. Note that in this definition, new does not mean better. This is important for understanding innovations in education, where not everything new leads to progressive improvement of the system. Some innovations may become a brake on the development of the educational system. Questions related to the results of the introduction of new in education also belong to the field of pedagogical innovation.

Novelty is one of the main criteria for evaluating pedagogical research, the result of innovation. Novelty is always relative both in personal and objectively temporal terms. What is new at one time or to one subject may be new to another time and subject.

Innovation, according to V.S. Lazarev, B.P. Martirosyan (2004) is a potentially possible change [3]. Innovations differ in those qualities that are laid down in them during development. These include: a) the subject of changes, i.e. that element of the educational system that can be transformed; b) the depth of transformations (the degree of radicalism of the changes provided for by the innovation); c) the scale of the transformation; d) the resource intensity of innovation; d) the level of development.

Historically, innovation has been understood as the introduction of elements of one culture into another. Now innovation is often called a targeted change that introduces new stable elements into the implementation environment that cause the system to transition from one state to another. The concept of

"innovation" comes from the Latin innovatis (novus-new). N.I. Lapin (1980) notes that the etymology of the word "innovation" indicates "introduction", i.e. the creation and use of any innovation [4].

A.I. Prigozhin (1989) believes that innovation acts as a form of managed development and there is a purposeful change that introduces new, relatively stable elements into the environment of implementation [5]. The latter may be material or social, but each of them in itself represents only innovation, i.e. subject of innovation. Innovation is a process, i.e. the transition of a system from one state to another. Accordingly, the subject of innovation is the creation and dissemination of different types of innovations.

O.G. Khomeriki identifies the following types of innovations in terms of their relevance to one or another part of the educational process:
- in the content of education;
- in techniques, technologies, methods of teaching;
- in the management system;
- in the teacher-child relationship» [6].
  1. I. Prigozhin divides innovations into three types:
- radical or basic (fundamentally new technologies, methods of management);
- combinatorial (use of different combinations of constructive connection of elements);
- modifying (improvement, addition of initial designs, principles, forms).

The analysis of domestic and foreign experience of formation of readiness of the future teachers to innovative activity has shown that the organizational-pedagogical conditions providing efficiency of innovative activity, inseparably linked with creative activity of participants of educational process, with their readiness for interaction. Proceeding from ideas and the sights stated by teachers and psychologists, the purposes of innovative activity, we found possible to make following definition of aspect of readiness investigated by us: readiness of the future teacher for innovative activity at comprehensive school is the integrated complete personal formation including working out, search, development and use of pedagogical innovations, display of corresponding operating qualities for the purpose of revealing of degree of their novelty [7].

MATERIAL AND METHODS

Organizing an innovation platform, the following important points should be taken into account:
- choosing the direction of innovation work;
- development of the concept and program of innovative activity;
- creation of conditions for the innovative project implementation;
- preparation and competent management of documents on innovation.

Choosing the direction of innovation work

The content of innovative activity of preschool educational institution is determined by the priority directions of the development program and the results of research activities in the field of preschool pedagogy and psychology, medicine, sociology, etc. These areas are a coherent unity, but it is advisable to classify them depending on the subject of study and design of research activities.

Table 1. *Directions of innovative activity*

Directions of innovative activity	Content of innovation activity
Development of preschool children.	Health protection, physical and mental development of children, the formation of a healthy lifestyle. Development of health-saving technologies. Ecological and valeological development of children. Development of the child as a subject of various activities. Development of creative potential of children in various activities. Organization of continuity between kindergarten and primary school. The formation of universal values and humanistic orientation of the individual as the basis of its morality; the relationship of national and international education in the development of social relations with health care institutions, culture, education, social sphere, etc. Rehabilitation of children with developmental problems, etc.

Personal and professional development of teachers and specialists	Integration of pedagogical process as a factor of integral development of preschool child's personality. Content and technologies of correctional work with children. Work with family and social partners. Organization of continuity between kindergarten and primary school. Social development in kindergarten and family. Development of teachers and specialists as subjects of educational activity in the process of postgraduate education, etc.
Improvement of preschool management	Creation of new models of educational institutions. Development and approbation of variable and alternative educational programs and pedagogical technologies that ensure continuity in the content and technologies of education and training in various areas. Design of the subject-developing environment. The use of new information technologies in the educational process and in the management of preschool institutions, etc.

Development of the program of innovative activity

Often an innovative activity proceeds as an experimental activity.

Experimental work is strictly directed scientific and pedagogical activity. Its content is the study of the pedagogical phenomenon, the search for a new way to solve the pedagogical problem in natural or artificially created, but always controlled conditions. Experimental work is a special kind of scientific and practical activity of an educational institution, as a result of which there is a development of the pedagogical system.

Experimental work in the system of preschool education, as a rule, is carried out by a preschool institution operating as an experimental platform. In the course of experimental work as a result of pedagogical creativity new trends in education "mature".

The process of experimental work consists of several stages: diagnostic; prognostic; organizational; practical; generalizing; implementation.

The diagnostic stage consists in a systematic analysis of the activities of a preschool educational institution based on monitoring and identifying the main contradictions in the educational process. At this stage, the base of the experiment is determined, i.e. age groups in which the experiment is possible, and their numbers; structural units involved in the experiment; participants in the educational or managerial process.

The prognostic stage provides for the development of the concept of innovative (experimental) activity and its plan-program. An important procedure is to determine the purpose, object, subject, hypothesis and objectives of experimental activity.

Organizational stage. The need for this stage is associated with obtaining the status of an educational institution innovation platform. For this purpose the following questions are carefully studied:
− the state of the institution's resources: financial, material and technical, information, human resources, legal and regulatory, etc., necessary for the organization of innovation;
− the possibility of attracting additional resources to ensure innovation;
− readiness of participants in the educational process for future activities (their competence, motivation, creativity, etc.).

Practical stage. The practical stage of the research is the consistent implementation of an innovative project, the collection and analysis of various research materials that testify to the dynamics of the educational process, their systematic discussion at meetings of the scientific and methodological council, the solution of problems arising in the course of work, timely introduction of corrections into the research process. To obtain more objective and reliable results on the impact of a particular technology on the development of a child (teachers and specialists, the educational process, management models, etc.), the results are compared with control groups of children, teacher teams, and other management models.

The generalizing stage of innovation activity is the processing of the obtained materials, namely: their qualitative and quantitative analysis based on the developed evaluation criteria; correlation of results with goals, objectives and scientific assumption; a description of the progress and results of innovation; formulation of conclusions about the confirmation or fallacy of the hypothesis. Positive results of innovative activity confirm the hypothesis. The consequence of this is the facts, established patterns, extracted by researchers in the course of work. The reliability and objectivity of the results is confirmed by the final diagnosis.

Implementation stage. At this stage, there is a spread of innovative technologies in the staff of the institution or outside it. Results of innovative activity can be presented in the form of reports at pedagogical councils, scientific and practical conferences, and also published in the special literature.

Selection, development and implementation of educational programms are the main directions in the

project of an innovative institution's implementation.

In pedagogical science, the problem of the content of education and training of children, i.e. the selection of the entire historical experience of its part (knowledge, skills, experience of activities, relationships), which would ensure at each age stage of the overall development of the child's personality, is now a special priority.

Over the past fifteen years, various educational programs for children have been developed, with scientists based on different theoretical positions.

As a result of scientific searches of the most effective programs for preschoolers there were complex educational (educational) programs of new generation: "Rainbow" (2016), "Childhood" (2016), "Development" (2016), "From childhood to adolescence" (1997), "Origins" (1997), "Approximate General educational program of education, training and development of children of early and preschool age" (2003), the program "From birth to school" (2010), etc.

Thus, the developers of the program "Origins" (L.A. Paramonova, A.N. Davidchuk, K.V. Tarasova, etc.) are based on the following theoretical positions. The purpose of the program is to ensure the comprehensive full-fledged development of the child, the formation of his universal, including creative, abilities to the level corresponding to age opportunities and requirements of modern society. The leading idea of this program is the idea of amplification of children's development.

The program "Origins" clearly and reasonably defines the system of requirements for the development of children (tasks and indicators of development of children) at each age level, which greatly facilitates the work of practitioners in the selection of both strategic and tactical pedagogical tasks. The advantage of this program is the reliance on the achievements of foreign and domestic psychology and pedagogy, on the data of modern research.

The "Development" and "Gifted Child" programs, developed under the guidance of L.A. Wenger (2016), ensure the gradual entry of a child into human culture through mastering the methods of cognition, through mastering the ability to independently analyze life situations, to be free to choose one's own actions, through interaction with the world in the ways that a person owns in modern culture. The program is based on the development of children's abilities (intellectual and artistic), as well as child-specific activities [8].

The educational program "Rainbow" was developed by a team of authors led by T.N. Doronova (2016). The main task set by the team of authors before the teacher is the formation of the most important personality traits in a child: upbringing, independence, commitment, the ability to set and solve feasible tasks. According to the authors, the means of developing these qualities are physical culture, play, visual activity and labor, design, classes in folk arts and crafts, classes in speech development and familiarization with the outside world, mathematics [9].

Program "From childhood to adolescence" implements the idea of interaction between teachers and parents in solving the urgent task of improving the health and development of children from 4 to 7 years. The program highlights two main areas of pedagogical activity: 1) physical and mental health of the child and ensuring emotional well-being; 2) development of the child's personality, his competence, initiative, independence, curiosity, ability to creative development, as well as familiarization of the child with universal values. Cognitive development of the child is considered as one of the important tasks of the program. The goal of cognitive development is the development of cognitive interests, needs and abilities, the development of independent search activity. This problem is solved on the basis of expanding the horizons of the child by introducing the knowledge of the world into the accumulated human experience, developing cognitive processes and mental operations, creating the conditions for independent cognitive activity, and forming a positive attitude to the world. The program includes knowledge of nature and man. However, the requirements for the content and structure of knowledge by the authors are not clearly defined.

Thus, the preschool should guarantee the family and the child:

− the complexity of the approach to the child by all participants of the pedagogical process;
− high level of development of the child's personality, his spiritual and moral sphere, needs, interests, knowledge, skills, communicative qualities corresponding to opportunities and age parameters.
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FINDINGS AND DISCUSSION

In recent years, a number of works have appeared in domestic pedagogy that analyze the problems of educational technologies.

The category "pedagogical technology" is considered by the authors as an integrative process, including people, ideas, means and methods of organizing activities for problem analysis and planning, providing, evaluating and managing problem solving, covering all aspects of knowledge acquisition. Pedagogical technology acts as a tool aimed at the development of pedagogical content in the pedagogical process. In a number of works, pedagogical technology is interpreted as a component of pedagogical mastery, a way of reflection and understanding the sequence of pedagogical influences on the personality of a child.

I. A. Kolesnikova (2005), based on the analysis of works of the leading experts in the field of pedagogy allocates the main signs characteristic for modern pedagogical technologies:

– the ability to prepare pupils to obtain the specified (programmed) properties;
– the possibility of constructing a logical sequence (stages) of pedagogical actions;
– the consistency of the pedagogical action;
– bringing pedagogical activity in line with the capabilities of the child (nature-like effects);
– the ability to manage the pedagogical process and replicate effective technologies, etc. [10].

The technological nature of the pedagogical process is the basis of the professional "quality of activity" of the teacher and determines the degree of his professionalism.

The variability of educational programs for preschool children involves the use of a variety of pedagogical technologies that are adequate to the pedagogical system.

Project technology has been actively introduced into the practice of environmental education of children since the second half of the 90-s in accordance with the principles of student-centered learning. The method of projects originated in the 20 - ies of the twentieth century in the United States, goes back to the ideas of the humanistic direction in the education of J.Dewey and developed by W. Kilpatrick, who proposed to build learning on an active basis, through the appropriate activities of the student, in accordance with his personal interest.

The essence of the project method, in our opinion - is the stimulation and development of children's interest in certain problems, the solution of which is carried out through the organization of project activities in the presence of a certain amount of knowledge, i.e. "from theory to practice".

I. V. Tsvetkova identifies the following types of project:

Research projects include experimental methods of scientific research: the relevance of the research topic is argued; the problem of the study, its subject and objectives are determined; a hypothesis is put forward, which is tested empirically; the results are discussed and conclusions are formulated. For example, the essence of the "Droplet" project is to find out the sources of clean water and organize measures to save water. Children conduct research to determine the amount of water consumed, establish control over water taps, draw posters.

Creative projects do not have a clear structure of joint activities and are implemented in accordance with the genre of the final result and the interests of preschoolers. The final outcome and the form of its presentation (poster, album, celebration, dramatization, etc.) are planned in advance. The results of the project are made out in the form of a script, a holiday program, a video. For example, you can offer children to hold a holiday for kids "Day of ants". Responsibilities are distributed, the scenario of a holiday including sports competitions, competitions of drawings, etc. is developed.

Game projects are based on the role-playing activities of children. Participants perform certain roles based on the nature and content of the project. These can be fairy-tale characters or fictional characters that mimic social or business relationships, complicated by situations invented by participants. For example, you can create an Ecological Theater with preparatory group children. Children themselves will play miniatures in which environmental problems will be reflected.

Information projects are aimed at collecting information about an object or phenomenon, its analysis and generalization of facts, presenting them to a wide audience. For example, the project "Forest pharmacy" is aimed at familiarity with medicinal plants of the area. During the implementation of the project, preschoolers collect information about medicinal plants, methods and rules of their use in folk medicine. You can arrange a photo exhibition, pick up puzzles for quizzes, etc.

Practical projects are focused on the social interests of the participants. The result is a socially significant case (for example, the action "Save the Christmas tree" is being held) [11].

Summarizing the historical experience of the development of the project method, I.V. Tsvetkova (2000) identifies the following stages in its implementation.

Goal-setting. The teacher helps children to determine the most relevant and at the same time feasible for them task.

Planning. Children under the guidance of the teacher develop a plan of activities to achieve the intended goal, determine the main steps. Choose the sources, methods of collection and analysis of information: who to turn to for help, what materials and equipment are needed for the project. The criteria for evaluating the result and process of the project are established.

Project implementation. A specific practical case for collecting information is organized, observations, elementary experiments are carried out, literature is read, etc. The collected material is analyzed, grouped, conclusions are drawn. The knowledge gained is put into practice.

Summarizing. The presentation of the project and its collective discussion is held. Children's work is evaluated according to pre-planned criteria. Creative approach, used and unused opportunities are noted. Tasks for new projects are defined [11].

Table 2. *Distribution of activities by stages of the ecological project "OUR TREE"*

Stage	Teacher's activity	Children's activities
Identify problems	1. Introduces children to a problematic situation. 2. Formulates the problem. 3. Defines the tasks.	1. Get used to the situation. 2. They are aware and personally perceive the problem. 3. Accept the objectives of the project.
Organization of work on the project	1. Promotes previously obtained information. 2. Helps to be distributed on subgroups. 3. Helps to plan the activities of children.	1 Systematize information. 2 Are distributed into subgroups. 3 Plan joint activities. 4 Distribute roles.
Practical Problem Solving	1 Organizes work on the project. 2 Provides practical assistance. 3 Gives necessary recommendations. 4 Monitors compliance with safety regulations.	1. Form certain knowledge, skills and abilities when completing tasks.
Presentation of the product of activity.	1. Helps to prepare the product for presentation. 2. Helps to organize your presentation.	1. Prepare the product of activity for presentation. 2. Present (to viewers or experts) the product of activity.
Discussing a new solution of another problem	1. Formulates a new problem.	1. Determine the purpose of a new project.

Family presentation. Presentation (from lat. Praesentatio - representation) - public representation of something new, recently appeared, created.

Family is a form of organization of joint life of people in society, combining purposeful pedagogical actions of parents with objective everyday influence of family life.

The purpose of the "Family presentation" is:
- improving family relationships;
- establishing close cooperation between the educational institution and the family;
- developing a child's understanding of the importance of the family, family ties, the role of father, mother, brothers, sisters, grandparents and other members, and a creative perception of family values;
- the revival of moral and ethical standards and traditions of family life.

Preparation for the presentation includes:
- exhibition of family photos;
- acquaintance with a favorite book and its reading;
- acquaintance with a favorite toy and a child's story about it;

– exhibition of joint work of the child and family members.

Algorithm for conducting a family presentation.

– watching a video or story of parents with demonstration of photos of family members;
– playing a favorite game with the children;
– "Guess" - find among several other photos of a photograph of a child when he was small;
– "Press Conference" - questions of children to family members;
– a story about family traditions;
– cooking a child's favorite dish with all the children under the guidance of his mother.

2. Scientific conference "Wise owls and owlets"

Goals:

– The development of the child's potential capabilities, his ability to learn and comprehend the world through the education of independence, integrity, creativity.
– The development of communicative activities with various types of communication (with adults, with children of different ages and sex).
– Establishing close interaction with parents, focusing them on the role of the educator in the family, on constructive partnerships with the child.

For children and parents of senior and preparatory groups, it is proposed to choose the topic of the "report", which they can speak to children, teachers and parents. By a majority vote, 1-2 children from the group are chosen by the participants of the "scientific conference" "Wise owls and owlets". After the speeches, the "speakers" are asked questions by all, to which they answer together with their parents. All participants of the "scientific conference" are awarded the order of the "Wise owlet".

The main directions of the analysis of the pedagogical process in a preschool educational institution as an object of management are:

– expediency of certain strategic and tactical goals;
– optimal choice of educational programs and technologies;
– development of innovations in the pedagogical process;
– the effectiveness of the pedagogical process (in relation to all subjects: children, teachers and specialists, parents);
– implementation of the state educational standard.

Table 3. *Scoring of indicators of the analysis of innovative activity*

Indicators	Content of indicators (criteria)	Scores		
		1	2	3
Goal-setting	Literacy in the formulation of goals in accordance with the requirements of regulatory documents.			
Content of the educational process	Realization of the conscious choice of modern educational programs, their combination with partial, the direction on integral development of the personality of children.			
Pedagogical technology	Implementation of developing pedagogical technologies that take into account the age-related possibilities of cognitive activity of children, the choice of technologies based on systemic (medical, social and psychological-pedagogical) diagnostics; providing cognitive activity and axiological aspects of the pedagogical process, the choice of student-centered technologies.			

The organization of the developing pedagogical environment in groups and in preschool educational institution.	Creation of the subject-developing pedagogical environment in preschool institution.			
	Availability of didactic means for comprehensive development of children: – audiovisual; – computer; – visual aids and illustrative material; – children's literature; – didactic games; – materials for construction; – equipment for physical development, motor activity; – equipment to deploy role-playing games; – equipment for employment; – toys (in accordance with the age limits of children and the pedagogical tasks); – equipment for artistic and aesthetic activities.			
	Compliance with the principles: – distance, position in the interaction; – activity, independence, creativity; – stability-dynamism; – integration and flexible zoning; – emotional, personal comfort; – combination of usual and unusual elements in the aesthetic organization of the environment; – openness and closeness; – taking into account of gender and age differences.			
Scientific and methodological support of educational process.	The presence of a methodological room that provides support to teachers. Availability of modern literature on different branches of psychological and pedagogical knowledge. Availability of reference literature. Exchange of experience in different forms. Systematic informing of teachers about new arrivals of literature and methodical materials. Organization of exhibitions. Organization of mentoring, workshops, etc.			

	Availability of professional development programs for educators. Availability of didactic manuals on basic educational programs. Financial and economic support.			
Supporting processes	Support Facility. Staff.			

We gave examples of some creative technologies contributed to the formation of skills to test and implement the studied innovative experience in working with children.

CONCLUSION

The formation of readiness for innovation is a complex, consistent process.

We consider the mechanism of preparation for innovative activity of future teachers as the process organized and filled with the developed contents, according to the selected means, consisting of consecutive stages: acquaintance of students with existing innovations, their inclusion in existing innovative activity and ensuring creation by them of own innovations.

Development of the program of preparation of future teachers of preschool institutions for innovative activity, is based on the study of the results of research on pedagogical innovation, the experience of teachers-innovators, teachers-masters of pedagogical work, as well as design, testing in the process of pedagogical practice.

The experimental model of preparation of future teachers for innovative activity is constructed taking into account the consecutive stages: acquaintance of students with existing innovations, their inclusion in existing innovative activity, ensuring creation of own innovations.

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