

Psychological Readiness of the Teacher for Innovative Activities in the Socio-Psychological Climate of Higher Educational Institutions

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ANNOTATION

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.

In the modern world, a person is required to competently and responsibly make decisions on the way of planning and building professional activities. In connection with the constant complication of social processes, the implementation of the successful formation of a person in professional activity is becoming an urgent topic.

With the existing opportunities in modern society, getting an education in a higher educational institution does not provide sufficient socio-psychological readiness of students for successful entry into professional activities. Studies show that studying at a higher educational institution does not imply the development of a student's abilities for self-education, self-development, self-regulation. Also, studying at a university does not always contribute to the improvement of personal and professionally important qualities of a student.

Psychological readiness for professional activity is characterized by a change in the elements of the student's cognitive picture of the world, his sphere of interests, the structure of motives, even the circle of acquaintances, that is, the structure of values associated with the profession appears, changes occur in the structure of motivation, where interest in professional activity comes first, at the same time, the circle of contacts related to the profession is expanding. In

other words, all of the above aspects are entry into the professional community.

Depending on the presence or absence of such, the graduate recognizes himself as part of the chosen professional environment or changes his professional activity.

Effective professional entry is impossible without a number of psychological characteristics that the educational environment should form in the process of a student's professional development. The study of psychological readiness for professional activity in the process of professional development of students will contribute to the effectiveness of the programs of educational institutions and the successful inclusion of the student in the professional environment, self-awareness as a professional and effective teamwork.

A special place among scientific research is occupied by innovative risks, or risks of innovative activity. The need to study the psychological content and personal characteristics that determine the ability to successfully perform professional activities in conditions of risk, as well as readiness for innovative risk, as one of the factors predisposing to its manifestation, is determined by the problem of ensuring a high level of professional efficiency of heads of educational institutions.

In the context of the comprehensiveness and scale of innovative processes in modern education, the responsibility of management subjects for decision-making, their resource and technological support increases. At the same time, the price of managerial errors is increasing: negative consequences can turn out to be irreversible both from making hasty and ill-considered decisions, and from refusing to work to change the educational situation.

Despite the fact that the psychological problems of innovation have received a certain amount of study and significance, psychological problems remain fragmentary and little noticeable in the general flow of complex interdisciplinary problems of reforming society. [1.170 p.]

Innovative activity is always associated with the need to change the social environment. People are faced with the need to reassess their requirements for life, to change their outlook on many things and on themselves, to accept new interpersonal and social relationships. The establishment of new social ties is associated with overcoming the aggressiveness of the environment, with the logistical and psychological difficulties of introducing a new one, with gaining a status in the pedagogical community. The motives, aspirations and value orientations of innovators encounter serious obstacles and barriers, since people are required to change attitudes, the ability to respond to changing situations.

Such a situation cannot be resolved through objective-practical or cognitive activity: a way out of it is possible only through a special form of internal activity to restructure the subjective attitude to what is happening, it is necessary not only to rethink, but also to "get sick", "survive" the crisis of life and professional goals. This is a complex internal work based on multi-level reflection, which has individual characteristics and individual boundaries. The creation, implementation and adoption of innovations requires emotional, intellectual and moral tension from the individual, as well as pedagogical creativity. [7. P. 9 – 25.]

Innovative behavior is based on the ideal and values of excellence, implemented in the context of pedagogical practice. This very essence of the new and ideal requires alienation from a part of one's behavior, requires consent to changes in ideas about oneself. In the new logic, often a painful disagreement with oneself and its difficult overcoming on the basis of

reflexive processes are leading.

The concept of a person's psychological readiness for professional activity was analyzed by various authors through the study of: features of the corporate culture of the university (M.V. Iontseva); psychological readiness at the personal level through a system of qualities and personality traits (M.I. Dyachenko, N.D. Levitov, L.A. Kandybovich, V.A. Molyako, A.A. Smirnov, etc.); motivation as a component of socio-psychological readiness and an activation factor for professional activity (E.P. Ilyin, V.L. Marishchuk, M.A. Kotik, S.L. Rubinstein, V.D. Shadrikov), etc. [6. 180 p.]

The professional development of students is considered in the context of the division into social, psychological and socio-psychological qualities of a person. Psychological factors were studied by V.V. Vodzinskaya, O.A. Volkova, I.S. Cohn, M.X. Titma. Psychological factors are disclosed in the works of K.S. Abulkhanova, B. G. Ananiev, A. G. Asmolov, E.F. Zeera, B.F. Lomova, A.N. Leontiev, N.N. Nechaeva, G.V. Sukhodolsky, V.D. Shadrikov. The socio-psychological qualities of the personality are determined on the basis of the works of V.A. Shvetsova and I.I. Chesnokova about professional self-awareness; L.M. Mitina on student self-esteem and awareness;

M.S. Korotkov through the pleasure of the educational process, the value of the education received as a future qualified specialist, studying at a prestigious university, financial security and independence from parents; S.V. Shematonova and M.A. Alyokhina through sociability, attentiveness, easy learning; E.P. Korablina through the realization of creative potential, independent solution of professional problems and achievement of success in their professional activities; V.A. Yakunin and G.M. Metelsky through the acquired level of skills, independence, self-control in the classroom;

G.S. Prygin, O.A. Konopkin through personality traits, perseverance in achieving goals, confidence; I.A. Winter through a high educational level, high motivation, social activity, a combination of intellectual and social maturity; VC. Gerbachevsky, N.V. Kuzmina, Yu.N. Kulyutkin, N.M. Meshkov, V.A. Yakunin through motivation in learning; Yu.M. Orlov through ambition; N.F. Lukyanova, A.L. Gavrilichev through the performance of the individual, O.M. Anisimova through a developed sense of duty, the presence of willpower. Psychological readiness for innovative activity largely depends on the attractiveness of this activity for the individual, which is associated with the motivational sphere of a person. [2. 170 p.]

Of paramount importance is the problem of including student teams in innovative activities. However, theoretically, this problem in pedagogy and pedagogical innovation remains poorly studied.

A feature of the innovation process is its cyclic nature, expressed in the following structure of the stages that innovation goes through: emergence, rapid growth in the fight against opponents, maturity, development, distribution, saturation, routinization, crisis, finish. The innovation process is a set of procedures and means by which a learning discovery or idea is transformed into a social, including educational, innovation. Innovation processes should be distinguished from local experimentation or the introduction of individual innovations. For example, the introduction of an additional elective course in a school does not yet make it innovative. Innovative activity is characterized by consistency, integrity, integrity. [5. 180 p.]

Thus, the activity that ensures the transformation of ideas into innovation, and also forms the management system for this process, is innovative activity.

The psychological service of an educational institution cannot stand aside from these positive changes. But in modern conditions, within the framework of the innovative activities of educational institutions, the emphasis of the work of a psychologist should be shifted. We need such a model of psychological service, in which the main point of application of the forces of the psychologist would be not children, but adults, primarily students who are studying and being brought up. The main characteristic of psychological readiness for innovation in pedagogical activity is creativity, high responsibility and creative activity.

[3. 510 p.]

A psychologist can and should determine the degree of innovative risks when introducing certain innovations in a particular situation, and present this analysis to the head of an educational institution.

A psychologist can examine the innovations already implemented in an educational institution, assessing the degree of their effectiveness and expediency.

A psychologist can be involved in the design of innovative activities of an educational institution in order to offer the most favorable and safe conditions for the implementation of the necessary changes. It is psychological safety that is the main criterion for evaluating any innovations in education, and psychological usefulness is the criterion that gives additional reasoning to any managerial decision. As part of the innovative activities of an educational institution, the task of the psychological service is to accompany the teacher.

The main characteristic of support in this approach is the creation of conditions for the transition of the student to "self-help". In the process of psychological support, the specialist creates conditions and provides support to the student in the transition from the position "I can't" to the position "I can cope with my own life and professional difficulties". In other words, the search for the hidden resources of the individual is carried out, relying on his capabilities and creating conditions for development on this basis. [4. 248 p.]

The purpose of the psychological and pedagogical support of the teacher is to provide psychological support for innovative activities and develop the psychological readiness of the teacher for innovative activities, an important task of the psychologist is to assist in creating conditions for teachers to want to change something in their work.

The study and development of readiness for innovation, without which successful pedagogical activity is impossible today, is one of the foundations of the work of a practical psychologist in an educational institution. The teacher in this situation will have to be not only a performer in the implementation, but also a direct creator of innovative processes.

As work experience shows, when mastering new ways of learning, difficulties arise, primarily of a professional and personal nature, associated with stereotypical personal attitudes and reactions in the work environment. Their typical manifestation is a "rollback" to the usual patterns of work of an authoritarian warehouse. By their nature, these difficulties belong to the sphere of interpersonal interaction and, accordingly, can be overcome by socio-psychological methods.

The problem of our study was to identify a complex of individual personal qualities of university students who make up a youth team, which determine the ability to be an effective

subject for the development of their educational activities.

Object of research: psychological readiness of students for innovative activity.

Subject: individual differences in the psychological readiness of students, which determine the productivity of participation in innovative activities. The purpose of the study is to identify and use individual differences in the psychological readiness of students for innovative activities to increase the degree of activity and productivity of participation in solving the problems of the development of an institution, to build a theoretically and empirically substantiated model of the readiness of the student team for innovative activities.

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