

FEATURES OF PREPARATION FOR THE INNOVATIVE ACTIVITY OF THE TEACHER AND THE LEVELS OF NOVELTY

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Modern education is increasingly focused on the creation of such technologies and ways of influencing the personality, which are aimed at self-development, self-education, ensure the readiness of the individual to realize his own individuality in the conditions of an ever-changing society. The paradigm of a personality-oriented approach to the design of the goals, content and technologies of education is today the methodological basis for building concepts and programs for its modernization.

The modern educational process in a pedagogical university should focus on solving problems related not only to improving the content and methodology of the subject taught, but also to the personal and professional development of teachers. The changing goals of vocational education actualize the need to modernize all vocational education systems in the direction of training. Pedagogical cadres, as creative personalities, capable of creating author's developments, creatively designing the educational process, carrying out innovative activities.

In the psychological and pedagogical literature, the main directions of improving systems are actively considered, and a special place in the theory and practice of modern pedagogy is occupied by studies of the problems of teacher preparation for research and innovation activities. This issue is especially characterized in the scientific works of leading Russian scientists - V.S. Lazarev, I.D. Chechel, L. N. Gorbunova, V. V. Kraevsky, and this is natural, since the concept of "innovation" covers not so much the creation and dissemination of innovations, as it characterizes changes in the way of activity, lifestyle, but also changes thinking.

In the theory of pedagogy, there are various approaches to determining the content of the concept of innovation activity. Researchers emphasize that when organizing the process of professional formation of a teacher focused on innovative activity, it is necessary to pay special attention to the formation of motivational and value competence.

In a series of studies, innovative activity is considered from the point of view of the theory and practice of introducing the achievements of pedagogical science and the dissemination of pedagogical pedagogy. Measurements of pedagogy in their works often discuss the place of the research component in the innovative activity of the teacher, and at the same time it is widely noted that the teacher for professional formation in innovative activity must be a researcher. To understand the substantive and functional features of the teacher's innovative activity, it is necessary to consider the conceptual apparatus of innovation deeper, where the most important theoretical and conceptual guidelines will be the concepts of "innovation", "innovation process", "innovation".

The innovation process is a key concept in innovation, and it consists in the formation and development of the content and organization of the new, in general, the innovation process is understood as a complex activity for the use, development, perception, creation and dissemination of innovations.

They also separate the cyclical nature, as a feature of the innovation process, its cyclical nature, expressed in the structure of the stages that almost every new idea goes through, and this is the birth of it, a new idea, or just the evolution of the concept of innovation.

The very stage of theoretical substantiation of an idea and embodiment in any material or information product is the creation of an innovation. And the practical application of an innovation is the stage of mastering an innovation.

The next stage is the introduction of innovation, i.e. distribution in the educational environment or as it is also called - the stage of diffusion. When there is a mastery of this innovation by many people and there is a saturation of the educational environment.

Definition according to S.I. Ozhegov (dictionary), new is the first created or made, appeared or arose recently, instead of the former, newly discovered, relating to the near past or to the present, insufficiently familiar, little known.

Pedagogy has its own interpretation to define innovation or "novelty":

1. For the first time, the new created is adequate to the discovery, that is, to the newly established new truth;
2. The newly discovered new, which has an admixture of the old, the new, consisting of a layer of the old and a layer of the new, combined, give concretization and complement of the former knowledge.

It is necessary to highlight the levels of novelty in pedagogy, taking into account several approaches:

- the novelty is subjective (the object is new for this subject) and the novelty is objective (the innovation is of interest and carries the unknown for many subjects).
- absolute novelty (fundamentally unknown innovation, lack of analogues) and relative novelty (updating one of the elements, a new combination of previously known elements, using innovation in new conditions);
- formal novelty - the construction of the known in another form, i.e. the actual absence of the new;
- repetition of the known with insignificant changes;
- Clarification, concretization of the known;
- creation of a qualitatively new one.

Especially, it is necessary to focus on the experience of the teacher and his professional capabilities and already highlight the levels of novelty of the teacher in the assimilation of individual techniques, skills, methods of action, their improvement; the construction of technological chains from the mastered methods of action.

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