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FORMATION OF READINESS OF PRIMARY SCHOOL TEACHERS TO USE AUTHORIAL TECHNOLOGIES IN PROFESSIONAL ACTIVITY

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У статті розглядаються сучасні вимоги та підходи до навчання вчителів молодших класів. Особлива увага приділяється характеру та структурі готовності майбутніх вчителів молодших класів використовувати авторські технології у професійній діяльності в статті надається власне авторське тлумачення феномену «готовність майбутніх вчителів молодших класів використовувати авторські технології». Доведено, що готовність майбутніх вчителів молодших класів використовувати авторські технології є складовою їхньої готовності до інновацій у структурі мотиваційно-орієнтаційного, змістовно-операційного та оцінно-рефлексивного компонентів. У статті зазначається, що готовність майбутніх вчителів молодших класів використовувати авторські технології має розглядатися з точки зору особистісного підходу.

Ключові слова: *формування готовності, інноваційні освітні технології, використання авторської технології, професійна готовність, інноваційна діяльність, професійно-освітня діяльність, освітня технологія, професійна компетенція, авторська технологія, особистісний підхід, майбутні вчителі молодших класів.*

В статье рассматриваются современные требования и подходы к обучению учителей младших классов. Особое внимание уделяется характера и структуре готовности будущих учителей начальных классов использовать авторские технологии в профессиональной деятельности в статьи предоставляется собственное авторское толкование феномена «готовность будущих учителей младших классов использовать авторские технологии». Доказано, что готовность будущих учителей младших классов использовать авторские технологии является составляющей их готовности к инновациям в структуре мотивационно-ориентационной, содержательно-операционного и оценочно-рефлексивного компонентов. В статье отмечается, что готовность будущих учителей младших классов использовать авторские технологии должно рассматриваться с точки зрения личностного подхода

Ключевые слова: *формирование готовности, инновационные образовательные технологии, использование авторской технологии, профессиональная готовность, инновационная деятельность, профессионально-образовательная деятельность, образовательная технология, профессиональная компетенция, авторская технология, личностный подход, будущие учителя младших классов.*

Novak O.M. FORMATION OF READINESS OF PRIMARY SCHOOL TEACHERS TO USE AUTHORIAL TECHNOLOGIES IN PROFESSIONAL ACTIVITY

The article analyzes the current requirements and approaches to elementary school teachers' training. Particular attention is paid to a nature and a structure of future elementary school teachers' readiness to use authorial technologies in profession actvity. The article provides an author's own interpretation of the phenomenon of "future elementary school teachers's readiness to use authorial technologies". It is proven that the future elementary school teachers' readiness to use authorial technologies is an integrant of their readiness for innovation in the structure of motivational orientation, content-operational and evaluative-reflective components. It is noted in the article that future elementary school teachers' readiness to use authorial technologies should be considered from the perspective of personal approach.

Key words: *formation of readiness, innovative educational technology, use of authorial technology, professional readiness, innovative activity, professional and educational activity, educational technology, professional competence, authorial technology, personal approach, future elementary school teachers.*

General problem statement. The reform of vocational education in Ukraine in terms of adaptation of national education systems to the European one, integration processes of the labor market development as well as an increase of mobility of today's professionals determine significant changes taking place in higher education today. Significant attention is paid to finding optimal and perspective directions of development of democratic and

humanistic education, innovative processes, education quality assurance, improvement of models of specialists' training, readiness formation of future teachers to rapid social and educational changes in society. Implementation of these objectives depends largely on an ability of future teachers to use modern educational technology, including authorial technologies. It is in the process of studying at university basics of a future educational technique, technological literacy and general technological culture of a teacher are founded. The readiness to use modern educational technologies, including authorial onse, enables a young teacher to professionally adapt in today's schools conditions, to successfully solve complex problems of an educational work, to create necessary conditions of pedagogical influence,to consciously analyze and adjust results of their activities.

Analysis of recent research and publications. The problem of formation of readiness of pedagogical higher institution students to professional pedagogical activity was the subject of a study of foreing (O. Abdulina, Y. Alferov, K. Anhelovsky, J. Brown, F. Honobolin, K. Durai-Novakova, T. Ilina, K. Carter, D. Kats, K. Klark, N. Kuzmin, K. Levin, V. Slastionin, L. Spirin, O. Shcherbakov et al.) and Ukrainian scientists (A. Aleksiuk, H. Ball, I. Bohdanov, V. Hriniova, I. Ziaziun, E. Karpova, N. Kychuk, L. Kondrashova, Z. Kurliand, M. Leshchenko, A. Linenko, H. Nahorna, N. Nychkalo, O. Savchenko, S. Sysoieva, R. Khmeliuk, O. Tsokur A. et al.).

Problem statement. To analyze the current state of readiness formation of future elementary school teachers to use authorial technologies in professional activity.

Statement of the main material of research. Professional readiness to implementation of educational activities has been a subject of research of domestic and foreign scientists since the 70-es of XX century. A problem of individual readiness for activities was covered the most widely in psychology and pedagogy. In particular, the psychological research can include the works, whose authors have studied the readiness as a psychological phenomenon: B. Ananiev, S. Rubinshtein (as a presence of certain abilities of an individual), M. Levitov, A. Puni, D. Uznadze (as a quality of an individual), U. Merlin, V. Tsuprin, A. Smirnov, I. Yakymanska (as a condition of an individual), L. Kandybovych (as stable system formation), A. Asmolov, M. Danylenko, I. Zymnia, P. Zinchenko, O. Leontiev (as a professional competence); works by (A. Kapska , A. Lynenko, E. Piekhota, V. Semychenko, I. Sereda, T. Tykhonova et al.) can be referred to pedagogical researches in which the authors examined readiness of future teachers to profession activity as a personal formation which provides a high level of motivation, self-teaching, teaching abilities, knowledge and skills, ability to integrate knowledge, professionally significant qualities of a person.

Summarizing the results of scientific researches of various researchers two main context of the studied concepts can be distinguished: in a narrow psychophysiological context based on a functional approach (N. Levitov, V. Miasyshchev, L. Nersesian, A. Puni, V. Pushkin, D. Uznadze, V. Yadov, etc.). «readiness to activities» is interpreted as a special psychophysiological state of a person and which provides a speed of actualization of necessary experience (matched with guidelines, found in a pre-starting activity of a individual's mental functions that allows to successfully perform professional tasks). In a broader context – personal approach (M. Diachenko, L. Kandybovych, V. Krutetskyi, A. Lynenko, V. Slastionin, V. Shadrikov, V. Shyrynskyi et al.) a term «readiness» is considered by researchers as an integrated quality of a personality, that is a precondition for successful professional activity.

The most researchers consider teacher's readiness to educational activities as a complex social and educational formation, which contains a set of individual psychological characteristics, the system of knowledge and skills, provides for needs, beliefs, opinions, attitudes, motives, feelings, attitudes at set activities. Modern scientists (V. Adolf, Y. Senko, Y. Tatur) match radiness to educational activities with professional competence, socially significant orientation of a personality, presence of communicative and didactic need, needs to communicate, share experience. For example, Adolf W. states that between notions of «readiness of teacher to professional activity" and "professional competence of a teacher» there is an organic relationship because they have several common elements. The scientist proves that the readiness of teachers to professional activity is based on their professional competence, manifested in formation of specialized knowledge and skills [1].

It is the readiness to educational activities which is important precondition for achieving perfection in it. Formation of readiness to pedagogical activity of future teachers in educational institutions will promote an effective progress in this direction.

In his studies of professional readiness to pedagogical activity K. Durai-Novakova qualifies before said above readiness as a system of inegrated variables that contain properties,

qualities, knowledge and skills of an individual. The scientist gives a social value to a teacher's activity, who must effectively execute a social serice. The author determines criteria of professional readiness to pedagogical activity: a structure of needs and motivation of pedagogical activity; knowledge of a nature of the profession, a degree of understanding of responsibility for pedagogical activity; a level of mobilization and actualization of knowledge and skills, the level of stability of professional interests [4].

The readiness for professional and educational activities is considered as a special psychological state of a teacher that occurs as a new qualitative formation in a structure of an individual at a certain stage of his development. Thus, V. Slastionin understands the readiness to pedagogical activity as a special mental state, which is manifested in a subject's possession of an image of a structure of a certain action and a constant focus of the mind on its implementation. Scientist rightly notes that readiness consists of various settings for understanding of a pedagogical problem, patterns of probable behavior, definition of special ways of activity [12].

A. Lynenko considers the readiness from a point of view of a subject's quality preparation to implementation of pedagogical activities. On one hand, it is personal (emotional– intellectual, volitional, motivational) that includes an interest, an attitude to activity, a sense of responsibility, confidence in success, a need to perform the set tasks in a high professional manner, control their feelings, mobilization of forces, coping with uncertainty, fears, etc.); on the other hand – the operational and technical, which includes a teacher's tools (his professional knowledge, skills, ways and means of pedagogical influence) [7].

Invariant characteristics of teacher's readiness to professional activity are determined by V. Serikov: self-formed action, self-realization through internal professional motivation; continuous search for alternatives to a current practice of education and training; common with the students understanding of elements of educational content; introducing authorial elements in content of education and training; acceptance or rejection of forms of activity or communication from a standpoint of own pepdagogical ideal [11]. So, the researcher believes that one of characteristics of readiness of teachers to professional activity is introducing authorial elements into content of education that confirms a need to apply some innovations by every teacher.

In the last twenty years, the problem of future teachers' readiness to innovative activity is widely considered (O. Bartkiv, I. Havrysh, N. Klokar, A. Kozlova, K. Makahon, T. Perekriostova, L. Podymova, V. Slastonin, V. Uruskyi et al.). In particular Bartko Alexander believes that "readiness to innovative pedagogical activity" is a special personal status, which provides for a teacher's motivational-value attitude to professional activity, possession of effective ways and means of achieving pedagogical goals, ability of creation and reflection [2]. The readiness of the future teachers of elementary school to the implementation of pedagogical technology in their future professional activity is determined by O. Piechota as a complex structured formation that provides the necessary internal conditions for successful formation of technological literacy of students of pedagogical university, their sustainable professional growth. This kind of readiness is associated with technological literacy and considered as a part of readiness for innovative activity [10]/

In the process of generalization of scientific approaches of modern scientists to the problem of readiness formation as a result of professional and pedagogical training of future teachers it can be stated that this definition is multidimensional («readiness to activity», «professional readiness», «psychological readiness», «readiness to innovative activity», «readiness for implementation of educational technologies» etc.). This concept is interpreted from the standpoint of personal and functional approaches. It is determined that researchers identify readiness for pedagogical activity with professional competence, socially significant orientation of an individual and consider it a fundamental condition for success of any activity.

Thus, taking into account a personal approach to interpretation of this phenomenon «readiness of future teachers of elementary school to use authorial technology» is understood as an integrated quality of an individual that provides future elementary school teachers with necessary internal conditions for successful formation of technological literacy, creative approach to a search of a system of new optimization methods of teaching and educating process at elementary school, solution of professional problems and obtain qualitative results in a form of authorial technology.

It is necessary to note as multidimensional and multiphenomenon the readiness for professional activity has a complex structure and is a subject of principle scientific debates.

Summarizing different approaches to determining the readiness A. Lynenko defines it as a model which is determined by several components: a personal component, a procedural (operational and technical). A personal

component of readiness is a combination of qualities: Teacher identity, interest in activity, need in it, motives of activity. A process component comprises the teaching abilities, knowledge of a subject and methods of activity, skills and abilities, professionally significant qualities [7].

A future teacher's readiness to professional self-development O. Piekhota defines as a formation which provides necessary internal conditions for successful professional growth. According to this concept, readiness for professional self-development is considered by a researcher as a unity of four components. A goal-motivational component of readiness of a future teacher to professional self-development includes: a stable professional orientation; an interest in a teaching profession; an orientation to achieve good results; a value of self-actualization and self-fullfilment in professional and educational activities. This also includes a system of contents, a level of aspirations and goals level acting as perceived contradiction between present and future "self-image" (in a professional sense) that determines a direction of professional self-development. A content component is a system of personally assigned student knowledge of self-organization and self-improvement in a professional activity, and also includes knowledge of psycho-pedagogical, fundamental and subject-pedagogical subjects that reveal a future professional activity from a content side. An operating component includes a system skills of a future teacher's self-regulatory and self-developing activity, a system of psychological techniques to ensure the development of new forms of behavior and self-development, necessary personal and professional qualities as well aspractical skills and abilities of self-disigning in a particular subject-teaching activities; an integration component involves a formation of students' ability to create a picture of their professional identity, which describes a certain stage of professional self-development, and on its basis to identify ways to further professional self-development phase and for a specific situation of development [10].

Being aware of own readiness to professional self-development, a future teacher tends to increase it. He adjust a process of own development through development and implementation of an individual program. For this process of training it is necessary to create favorable conditions for professional self-realization of future teachers, namely to enrich content of training system concepts and concepts that target a future teacher to professional self-development; equip students with techniques of professional self-exploration, self-improvement and further self-grounding; create conditions for stimulation and purposeful development of creative abilities of students.

In our opinion, the most successful structure of readiness to innovative activity is a structure by K. Makahon containing motivational orientation, content-operational and evaluative-reflective components [8, 27], which is most clearly gives an idea of indicators of readiness. Due to the fact that the readiness to use authorial technologies is an integral readiness for innovation, we consider it appropriate to use it to determine the structural components of phenomenon under study. In addition, the structure of readiness to implementation of educative technologies by K. Makahon is consonant to a structure of readiness of a future teacher to educational technology implementation by A. Piekhota. Let's characterize these components.

Motivational orientation readiness of a teacher encourages him to reach a goal, to act in an appropriate direction, it is a source of a teacher's activity and orientation. The external reasons include such aspirations of a teacher to obtain higher qualifications as achieving a certain social status; recognition by colleagues, a public benefit. Internal motivation – creativity of a teacher, interests, diligence, love for children and professional activities; comfort in a profession [5].

The task of a teacher in a process of formation and development of motives of teaching is a combination of two plans of motive, plan of perseption and plan of realization. The most researchers define scientific and educational motives as leading ones. An important condition for the formation of cognitive motives of student is a teacher's motivation. But if cognitive motives are highly productive for a learning process of students their role is somewhat different in a higher education institute. Features of social status of students and their age characteristics affect the activity so that it can not only be promoted by cognitive motives, cognitive interest. Learning for learning does not workd. At the forefront of professional orientation of students arive to, their focus on the future, which is often overtly pragmatic. That is why the process of learning in higher education institute is characterized by specific motives, which are very different from the motives for learning at general education school.

A content-operating component is characterized as a combination of knowledge (professional, on a subject, psychological-pedagogical, methodical, methodological); skills (gnostic, communicative, organizational, diagnostic, projective, design, management);

properties (mandatory, important and desirable) that determines the efficiency of teacher's professional pedagogical functions. Formation of this area promotes development of certain types of professional readiness, which provides: knowledge of principles, methods, forms, procedures, knowledge and transforming educational reality, knowledge of general methodology of formation of outlook, development of skills in organizing and conducting educational research, knowledge of methodological standards and skills of their application in a process of solving problem situations, capacity for innovation, scientific rationale, critical thinking and creative application of scientific conceptual provisions ability to predict, design and manage the educational process. A practical-activity area includes a formation of knowledge and skills to conduct educational, educational, developing, diagnostic, organizational, communication, self educative activity; ability to motivate and plan activity, identify its contents; influence students; an ability to realize their worldview through it appropriate technologies [6].

A content-operating component of readiness for professional activity is provided through mastering of knowledge about a subject, the main characteristic of which is students' competence.

An estimating-reflective component involves development of a reflective sphere of future elementary school teachers, taking into account characteristics of their professional development, and on this basis, identify ways of further professional self-development [9]. The estimating-reflective component of future elementary school teachers' readiness to use authorial technologies in professional activity reflects the skills and ability to analyze an innovation process and its adjustment, forecasting development; an ability to anticipate possible problems and needs of innovative activity. This is awareness by a teacher of a creative direction of this type of activity and the mobilization of all resources to achieve the targets for the development of innovation. The function-reflective evaluative component is to develop skills of selfcontrol and selfesteem, an ability to objectively correlate a level of personal qualities that ensure readiness to innovation with social and pedagogical standards.

Conclusions of this study. Thus, in our study we found that the readiness of future elementary school teachers to use authorial technologies must be considered from a perspective of a personal approach that makes it possible to interpret this concept as the integrative quality of a personality of a future elementary school teacher, and considering that the internal conditions for successful formation of this phenomenon is technological literacy of students of pedagogical university and their continual professional growth and formation of this kind of readiness is a result of training students and creative approach to finding new methods of optimization system of an educational process, solve problems and obtain professional quality results in existing competencies of students. However, the readiness of future elementary school teachers to use authorial technologies the author considers a part of their readiness for innovation in a structure of the studied phenomenon, highlights a motivational orientation, content-operational, evaluative, reflective components.

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