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Innovative Pedagogical Experiences as a Key Factor of Professional Advancement

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Abstract

A modern teacher has to work on professional self-improvement throughout his/her life in order to be worthy of the high title of "teacher"; therefore, he/she must constantly master the technologies of generalization and dissemination of innovative pedagogical experience. Research Methods: To address the research problems, research methods including analysis of the products of teachers' activities, survey, analysis, synthesis, comparison, generalization of empirical data, questioning, expert evaluation, and statistical data processing were used. Research Results: In this study, the dissemination of such experiences in the process of upgrading teacher's pedagogical qualification was positioned as a purposeful assistance in creating and applying the integrated unity of three spaces: educational, educational-reflexive, and social-practical. Discussion: The andragogical support of school teachers, who master innovative pedagogical experiences, should be organized proceeding from the andragogical approach to the educational process, which actualizes the principles of independence, taking into account the experiences of students, the application of learning outcomes to a specific situation, the intensification of the need for education. Conclusion". The main differences between teachers working in schools and gymnasiums are manifested in a higher level of dissemination activity on the part of gymnasium teachers, which is related to the requirements to the staff in this institution and to personal characteristics of teachers who are more focused on creativity and the introduction of innovations into the pedagogical process.

Keywords: Innovative pedagogical experience; Professional advancement; Andragogical support of school teachers; Dissemination; Internal and external factors.

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1. Introduction

The information and information revolution and the explosion of knowledge have made it difficult to predict the knowledge necessary to deal effectively with environmental conditions. Therefore, scholars and scholars have considered the solution to human creativity and intellectual abilities. Teachers have a special place in the educational system as one of the best factors for the growth or destruction of students' creativity. For this reason, the role of the teacher and their innovative educational experiences have attracted the attention of researchers.

Not incidentally, the innovative pedagogical experiences, in accordance with the initiative "Our New School", can be considered as a significant resource for modernizing the education system, which sets new tasks for the teacher, who is able and willing to implement some innovative reorganization of the educational process (Gadzaov and Dzerzhinskaya, 2018; Ju *et al.*, 2017; Larskikh and Larina, 2017; Milovanov *et al.*, 2017; Pozharskaya and Deberdeeva, 2017; Samokhin *et al.*, 2018; Stepankin, 2017). A modern teacher has to work on professional self-improvement throughout his/her life in order to be worthy of the high title of "teacher"; therefore, he/she must

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constantly master the technologies of generalization and dissemination of innovative pedagogical experience (Chernukha and Timoshenko, 2017; Kulikov and Makhmutov, 2017; Sergeeva *et al.*, 2018a; Sergeeva *et al.*, 2018b; Sukhodimtseva *et al.*, 2018; Zhiltsova *et al.*, 2017). In accordance with the Professional Standard of the Teacher, modern teachers are required to ensure their professional perfection by developing the ability to comprehend, describe, and transfer their own innovative experiences to broad pedagogical communities. Recently, Slobodchikov introduced the term "dissemination" into pedagogical science and practice to describe the distribution of innovative pedagogical experiences (Garkina *et al.*, 2017; Nagoeva, 2018; Tatarinceva *et al.*, 2018b; Trifonova, 2017). In this regard, a teacher must first of all learn to identify the innovative component of his/her pedagogical activity in order to introduce programs for the development of general education organizations and to effectively participate in pedagogical excellence competitions.

2. Research Methods

The innovative pedagogical activity as a special kind of pedagogical activity, focused on increasing the productivity and effectiveness of the educational process through modeling and implementation of new goals, new content and its organization environment, has a number of feature; that is, it acts as the main mechanism for the modernization of national education within social and economic changes taking place in Russia; it relies on the close connection between theoretical and practical components of pedagogical activity; it stimulates teachers to continuously search for new technologies; it forms an objective need for organizational support for innovations integration and their evaluation by experts; it facilitates the realization of individual projects in accordance with the common innovation program, covering various aspects of the development of modern Russian education (Burkhanova and Musin, 2018; Emelyanova and Tusheva, 2017; Gao, 2017; Irincheev and Ubodoev, 2017; Mirzagitova, 2017; Tatarinceva *et al.*, 2018a; Yazovskikh, 2018).

Special attention should go to a number of factors necessary for innovative pedagogical activity to be effective: successful management of innovation processes in the field of education at all organizational levels; introduction of specific innovations into the overall logic of these processes; development of favorable initial conditions to enhance the effectiveness of innovations, and development of a unified system for their evaluation; assistance in the development of teacher's professional skills with the use of innovative experience, etc.

To address the research problems, the following research methods were used: analysis of the products of teachers' activities, survey, analysis, synthesis, comparison, generalization of empirical data, questioning, expert evaluation, and statistical data processing. The *analysis of activity products* is considered as an objective research method when the researcher analyzes materials, documents, products of labor or educational activity. In other words, this methodology corresponds to the preparation and composition of teacher's portfolio as a result of his/her productive professional activity that contains examples of innovative teaching technologies used by the teacher, published materials, certificates confirming participation in conferences, seminars, and roundtables on the problems of disseminating innovative pedagogical experience. The *questionnaire methods* are methods of research into psychological and pedagogical processes, which are based on questioning comments of participants on the applied effects. Personality questionnaires provide information about the subjective attitudes of the participant towards himself/herself or towards what are going on around, they also allow reflecting adequately on the results of the research problem.

3. Research Results

Teacher's professional development includes the following components: professional knowledge (basic component); communicative skills (willingness and ability to use theoretical information in practice); self-improvement skills (research, mastering and dissemination of innovative pedagogical experiences in the context of a specific situation).

In this study, the following levels of the teacher's professional development were singled out: *basic* (mastering the terminology of innovative pedagogical activity); *reconstructing* (bringing one's own pedagogical activity in accordance with the conditions to be observed for an effective implementation of pedagogical innovations), and *creative* (modeling author's technologies based on innovative pedagogical experiences).

It was concluded that, in the system of professional advancement; the educational process contributing to the professional improvement of the school teacher through innovative pedagogical experiences should be organized taking the following factors into account:

1) *Pedagogical environment*:

- providing a physically and psychologically comfortable informational and educational environment that allows listeners to freely choose innovative forms, methods, and teaching technologies;
- stimulation of an informed choice of an innovative pedagogical activity;
- realization of situations when the teacher rethinks his/her activity, making actual the potential of reflection;
- taking personal and age-dependent characteristics of listeners into account as well as turning to professional experiences when working on the content and form of lessons;

2) *Mechanisms*:

personal qualities of the teacher (propensity to reflect productively and unproductively), subjective control, degree of psychological reactivity/rigidity), and conducting classes on the basis of the activity approach, which influence the evolution of the process under study;

3) *Internal and external factors* (the former includes goals set by the teacher when mastering innovative pedagogical experiences in their specific manifestations, and the latter are the evolution vectors of the system of professional advancement).

An important condition for the dissemination of innovative pedagogical experiences is the *willingness of the teacher, who carries this pedagogical experience, to conceptualize and spread it*, which includes the following components: *cognitive* (the level of awareness of pedagogical activity, depending on the amount of teacher's professional knowledge); *axiological* (teacher's desire to comprehend and demonstrate his/her own professional experience); *emotional-volitional* (teacher's self-esteem as an obligatory condition of an adequate attitude to his/her own professional experience); *reflexive-evaluative* (the ability to assess one's own performance and productivity); and *activity approach* (behavioral performance aimed at the dissemination of professional experience). The holder of innovative pedagogical experiences should not only have certain personal qualities, but also a number of skills allowing him/her to technologize these experiences. These include: a system-based perception of pedagogical activity; the comprehension of one's own experience in accordance with a clear detailed plan; practical use of one's own experiences, access to technologies and algorithms used to identify, research and systematize experience; and creation of a concept based on the pedagogical ideas.

The following andragogical principles should be also emphasized as the basic ones: independence; taking into account the needs and experience of full-aged students; prompt practical application of the received knowledge; as well as professional and personal improvement in the educative process. In this study, the dissemination of such experience in the process of upgrading teacher's pedagogical qualification is positioned as a purposeful assistance in creating and applying the integrated unity of three spaces: educational, educational-reflexive, and socially-practical. Within these spaces, teachers realize themselves in three types of activities (collective, personalized, and self-educational). Sources of this assistance (organizational, methodical, diagnostic, and analytical) are considered as the relevant services.

4. Discussion

The analysis of research in the field of pedagogics, sociology, and studies at the intersection of these disciplines, as well as that of documents establishing the requirements for the innovative activity of teachers in the schools of Moscow and St. Petersburg, makes it possible to assert that the use and popularization of innovative pedagogical experiences is an indispensable condition for the improvement of professional excellence of the school teacher.

In Moscow, it is necessary for school teachers to participate in educational projects with an innovative component, and the level of competitiveness of the results achieved should be high. This requirement also applies to teachers working in St. Petersburg, but it does not have a clear wording in relevant documents. The main attention is further paid to the written description of innovative product characteristics, as well as to the criteria of analyzing the results obtained, etc. This study examined and summarized the findings of Russian sociologists (Sobkin et al.), which made it possible to clarify a number of provisions on innovation activities, given in legal and regulatory acts. On the one hand, modern school as a social institution hinders creative manifestations in pedagogical practice; but on the other hand, teachers relying on their own programs try to individualize the educational process, create new methods, and comprehend their personal professional experience.

The andragogical support of school teachers, who master innovative pedagogical experience, should be organized proceeding from the andragogical approach to the educational process, which actualizes the principles of independence, taking into account the experience of students, the application of learning outcomes to a specific situation, and the intensification of the need for education. The solution of this problem requires the development of an *andragogical support* of the teacher, which would be in compliance with the aim of improving the system of pedagogical qualification advancement in the light of current trends in social development, on the one hand, and the real needs of school teachers, on the other hand.

A program of andragogical support was developed for the dissemination of innovative pedagogical experience (ASDIPE), which, on the one hand, will fulfill the task of professional development of the teacher in accordance with the requirements of Teacher's Professional Standards, and, on the other hand, meet the needs of pedagogues in comprehending their own innovative experience and studying the ways of its structuring and presentation. The ASDIPE program proposes a system of work on the professional development of the teacher; presents tools and procedures for implementing the main stages including technologies and types of practical activities necessary to obtain the results planned; and effective forms of organization and methods of conducting lessons.

5. Conclusion

Common is the willingness of teachers to perceive the innovative experience of colleagues, but the main forms of participation in the dissemination of their own innovative experience are rather passive and the participation in the dissemination process is problematic. The reasons of these difficulties lie in teachers' nominal attitudes to the process of dissemination; the self-esteem being on an average level, teachers do not see dissemination as an opportunity to transfer their knowledge to young colleagues, acting as experienced mentors. The experimental data also boiled down to identification of four groups of difficulties that stood in the way of an effective professional development in the process of disseminating innovative pedagogical experiences: difficulties of axiological character, low motivation, insufficient awareness of possessed experiences, and lack of knowledge about technologies of transferring one's own experience. The main differences between teachers working in schools and gymnasiums are manifested at a higher level of dissemination activity on the part of gymnasium teachers, which is

related to the requirements to the staff in this institution and to personal characteristics of teachers who are more focused on creativity and introduction of innovations into the pedagogical process.

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