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José María Pino Suárez 400-2 esq a Lerdo de Tejada. Toluca, Estado de México. 7223898475*

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**TÍTULO:** Análisis comparativo de indicadores de preparación psicológica para la actividad innovadora de docentes de escuelas secundarias con diferente experiencia profesional.

**AUTORES:**

1. Sergey I. Maslakov.
2. Nina V. Shitova.
3. Tatyana I. Stepanova.
4. Alexander D. Pechenskikh.

**RESUMEN.** Este documento trata sobre los resultados del análisis del problema de la preparación psicológica de los maestros de secundaria con diversas experiencias profesionales para actividades innovadoras. Este estudio incluye un breve análisis teórico de conceptos como la preparación psicológica y la actividad innovadora en el proceso pedagógico; indica las etapas de edad principales de la formación de un maestro y proporciona un análisis comparativo de los datos empíricos que caracterizan la preparación psicológica para actividades innovadoras de varios grupos de maestros de escuelas secundarias.

**PALABRAS CLAVES:** preparación psicológica, actividad innovadora, profesores de secundaria.

**TITLE:** Comparative analysis of indicators of psychological readiness for the innovative activity of secondary school teachers with different professional experience.

**AUTHORS:**

1. Sergey I. Maslakov.
2. Nina V. Shitova.
3. Tatyana I. Stepanova.
4. Alexander D. Pechenskikh.

**ABSTRACT:** This document deals with the results of the analysis of the problem of the psychological readiness of secondary school teachers with diverse professional experiences for innovative activities. This study includes a brief theoretical analysis of concepts such as psychological readiness and innovative activity in the pedagogical process; it indicates the main age stages of teacher training and provides a comparative analysis of the empirical data that characterize the psychological readiness for innovative activities of various groups of secondary school teachers.

**KEY WORDS:** psychological readiness, innovative activity, secondary school teachers.

**INTRODUCTION.**

Currently the Russian Federation faces an acute issue of innovations in the pedagogical sphere. Here, there are many directions for the scientific interest of the researcher. One of them is the identification of psychological readiness for innovations and changes that contribute to a better education process in secondary school conditions (grades 5-9).

It remains unclear which groups of school teachers are more psychologically prepared for innovation: teachers with little or solid professional experience? This paper attempts to compare the indicators of beginners and experienced teachers in terms of psychological readiness for innovation.

## **DEVELOPMENT.**

### **Conditions and Methods.**

The present study was associated with the need to apply the following methods:

1. Analysis of scientific literature on the problem. A significant condition for the successful use of this method was that the information obtained during the processing of scientific material had to be presented in a brief, concentrated form, simple enough for perception, but at the same time, reflecting the state of affairs in modern realities.
2. Survey of relevant indicators related to the topic in question. A significant condition for the successful use of this method was the standard procedure for conducting measurements using the chosen method with maximum consideration for additional factors suggesting a potential impact on the result (time and form of measurement, etc.).
3. Mathematical analysis of empirical data. A significant condition for the successful use of this method was the work with statistical programs for processing the obtained result.

The interests of the authors and the chosen topic have predetermined the need to consider at least four aspects of such a scientific problem as the personal development of a teacher in professional activity. These are:

1. Psychological readiness.
2. Innovative pedagogical activity at secondary school.
3. The impact of professional teaching experience on the changes in the teacher's personality.
4. Comparative analysis of the obtained empirical data.

They are described as follows:

1. Psychological readiness.

Referring to this aspect of the topic, one should point out the very concept of readiness. Until about the middle of the XX century, the term "readiness" was considered in the light of the theory of

“stance” (in Russia) and “attitude” (in the USA). At the present time, its content is filled with various characteristics, which together allow a person to perform an action or a task: “the understanding of readiness as a holistic education is characterized by psychophysiological, emotional-volitional, and cognitive mobilization of an individual at the moment of its inclusion in a certain direction” [Zhukova V.F., 2012, p. 118].

A significant influence on the development of scientific views on the problem of readiness and the associated selection of a specific term “psychological readiness” is associated with the study of pedagogical activity. This area is one of the most important in terms of the formation of readiness as such.

In our opinion, on the example of the pedagogical process, we can distinguish such types of readiness as “spontaneous” and “purposefully set”. The first of these types is connected with readiness for the unknown, - all that the teacher cannot foresee, but which may have a certain impact on his/her activity. For example, in the pedagogical process this may be an unexpected behavior of the student, force majeure circumstances of communication, etc. As an example, the course of the lesson itself, specific methods and techniques of teaching, mastered and used by the teacher, can be applied. Thus, pedagogical activity includes a significant number of situations that allow an inquisitive researcher to identify and study readiness on various grounds and approaches.

In this regard, as mentioned above, the interest is the study of psychological readiness. This term, as a rule, is a complex characteristic. Thus, it may include:

- a) The ability to learn and work independently.
- b) Self-organization skills of their professional activities.
- c) Adaptive abilities.
- d) Social and communicative mobility.
- e) Reflexivity.

f) Motivation for continuous self-development and self-improvement [Khasanova I.I., Kotova S.S., 2018].

## 2. Innovative pedagogical activity at secondary school.

Referring to this aspect of the topic, one should point out the concepts of innovation and innovative activity.

Innovation is understood as “the end result of creative activity, embodied in the form of a new or improved product, ... of the technological process used in practical activities, or in a new approach to social services” [Karpenko M.O., 2018].

Innovative activity is a multidimensional concept, which is reflected in various methodological approaches (axiological, reflexive-activity, systemic, socio-psychological, individual creative, etc.) [Podymova L.S., 2012].

Understanding of innovation is often disclosed when considering it as a value attitude of a certain specialist.

It should be borne in mind that various types of innovative activity are secondary and dependent in relation to ideological innovations, which in turn, are dictated by time and objective processes occurring in society.

Innovative activity in the pedagogical process of secondary school is associated with the implementation of the following functions: “identifying the actual needs of changes in the pedagogical system (identifying problems); identifying existing developments potentially able to improve the quality of educational activities at some of its sites (identifying opportunities for the development of the educational system); independent development of innovations; designing the desired future and moving towards it; designing private innovations; and practical implementation of innovations” [ Lazarev V.S., Afanasieva T.P., Eliseeva I.A., 2015; p. 6].

3. The impact of professional teaching experience on the changes in the teacher's personality.

Referring to this aspect of the topic, we should mention the age stages of the formation of a teacher [Safin A.A., 2016]:

- a) The beginning of pedagogical activity (24-30 years) - soul searching, the development of individuality, the final awareness of oneself as an adult with all the rights and obligations.
- b) Flowering of professional activity (31-40 years) - increased performance, efficiency, highly productive creativity, dissatisfaction with the achieved results.
- c) Maturity (40-55 years) - a peak of the life of the individual, associated with the feasibility of using its own resources of health, knowledge and experience.
- d) Advanced age (55-75 years) - the increasing importance of communication with young colleagues.

As part of our research, we will conduct a comparative analysis of the indicators of psychological readiness for innovation activities of two groups of secondary school teachers (grades 5–9): beginners (up to 5 years of professional experience) and experienced (more than 5 years of professional experience).

4. Comparative analysis of the obtained empirical data.

In accordance with the possible options, we distinguish two alternative hypotheses ( $H_0$  and  $H_1$ ) and one intermediate ( $H_p$ ):

-  $H_0$  - the level of psychological readiness for innovative activity among young secondary school teachers is higher compared to their experienced colleagues.

-  $H_1$  - the level of psychological readiness for innovative activity among young secondary school teachers is lower compared to experienced secondary school teachers.

-  $H_p$  - the level of psychological readiness for innovation does not differ significantly among beginners and experienced secondary school teachers.

The subjects of research were teachers of secondary schools of the city of Stary Oskol. 30 people made up a group of young teachers (all - women, average age - 23.7 years) and 30 people made up a group of experienced teachers (all - women, average age - 39.43 years).

As a research methodology, the questionnaire proposed by T.S. Solovieva “Susceptibility of teachers to innovations” was chosen [Zhuravleva A.S., 2016; p. 185].

Mathematical data processing was carried out using Student's t-test. Primary data processing provided data necessary for the calculation, presented in Table 1.

**Table 1. Comparative analysis of the obtained empirical data.**

<b>Indicator.</b>	<b>Group 1 (young teachers).</b>	<b>Group 2 (experienced teachers).</b>
M	11.2	14.8
$\sigma$	2.87	2.74
Student's t-test	3.2 – differences significant at 0.01	

The result obtained confirms the hypothesis H1 - the level of psychological readiness for innovative activity among young secondary school teachers is lower compared to experienced secondary school teachers.

Such a result can be explained by various reasons, including the following: experienced teachers, having their own well-established understanding of the features of the activity and individual work style, are more sensitive to innovative changes, try to immediately adapt to the new requirements of the surrounding reality. While beginners, who have only started forming their own understanding and vision of the pedagogical process, are often not ready to perceive innovations as significant indicators of their work, but are oriented toward mastering the necessary minimum of professional skills that enable them to carry out the very foundations of professional activity.

## **CONCLUSIONS.**

Summarizing, psychological readiness is a comprehensive characteristic associated with autonomy, self-organization and self-development of the individual.

Innovative activity is a multidimensional concept, which finds its reflection in various methodological approaches to its explanation. Understanding of innovation is often disclosed when considering it as a value attitude of a specialist.

The scientific literature notes the influence of the pedagogical experience on the teacher's personality, and therefore the question about the relationship between the teacher's psychological readiness and his/her professional experience is quit fair.

The obtained empirical material and its processing allow us to conclude that the psychological readiness for innovative activity among young secondary school teachers is lower compared to their experienced colleagues. However, this conclusion requires additional, more complete and large-scale research on this topic.

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#### **DATA OF THE AUTHORS.**

**1. Sergey I. Maslakov.** Sary Oskol Branch, Belgorod State National Research University. Russia.

Email: [madagaskar82@yandex.ru](mailto:madagaskar82@yandex.ru)

**2. Nina V. Shitova.** Sary Oskol Branch, Belgorod State National Research University. Russia.

Email: [info@prescopus.com](mailto:info@prescopus.com)

**3. Tatyana I. Stepanova.** Sary Oskol Branch, Belgorod State National Research University.

Russia. Email: [global@prescopus.com](mailto:global@prescopus.com)

**4. Alexander D. Pechenskikh.** Sary Oskol Branch, Belgorod State National Research University.

Russia. Email: [info@ores.su](mailto:info@ores.su)

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