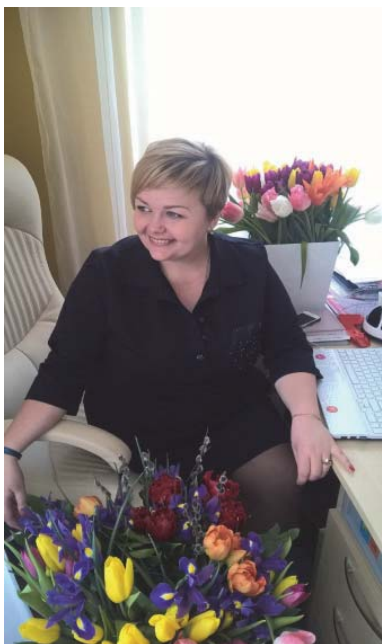


THE FORMATION INNOVATIVE PERSONALITY OF THE FUTURE TEACHER PRE-SCHOOL EDUCATION



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Annotation. The article deals with the scientific analysis of the state development of the problem formation the innovative personality of the future teacher preschool education in the system of training in higher education institutions. The description of scientific positions concerning the interpretation of innovative educational concepts corresponding to time challenges is given. The essence, approaches to the interpretation and understanding of the basic notion of "innovative personality of the future educator" as the most important social-value professional-competent definition are specified. It is proved that the innovative personality of the future teacher is most effectively formed in the area of innovation and educational activity of the institution of higher education.

Innovative personality is considered as a social phenomenon, which subordinates all pedagogical theories to the main factor of creating innovation and educational trajectory of the development of the innovative personality of the future educators the institution of pre-school education.

Key words: *personality, innovation, innovative personality of the teacher, individual educational trajectory.*

Relevance of the problem.

In the context of the modernization of higher education in Ukraine, under the influence of European integration processes in the preparation of competitive specialists, the use of the phrase "innovation activity", "innovative technologies", "innovative forms and methods", "innovation in education", "innovative approach", "innovative development strategies", innovative educational trajectories of development ", innovative personality ", etc. However, much of the century's history of scientific research shows that practitioners, researchers in pedagogical science were in constant scientific research. They carried out "pedagogical discoveries", found effective ways to solve scientific problems, therefore, it should be noted that the "educational insight" or "know-how" is inappropriate in our opinion due to the introduction of innovation activity. Currently, the history of pedagogy records the facts of changes that took place in science, practice in teaching, education and development. The desire and the desire to make educational activities more effective, effective, and contributed to the development of innovative educational technologies that would fill the content of innovative educational activities. Some were false, utopian; others received a positive assessment with proven effectiveness. Obviously, this explains the broad interest in the problems of innovation in education today.

This issue is actively violated at the legislative and regulatory level, as evidenced by a range of normative directives: the National Doctrine of Education Development (2002), the Law of Ukraine "On Education" (2017), the Law of Ukraine "On Higher Education" (2017.), On Amendments to the Regulations on the Procedure for the

Implementation of Innovative Educational Activities (2017), the State Standard of Higher Education (2017). These documents regulate the priorities of national education in relation to the formation of an innovative personality of a modern educator. Proceeding from this, the priority task of training in higher education

institutions is the formation of an innovative personality of a future specialist.

Analysis of recent research and the publications The problem of professional training of specialists is highlighted in works by P. Atutov, Y. Babansky, S. Goncharenko, S. Batisheva, M. Danilov, I. Zyazyun, V. Kraevsky, N. Nichkalo, T. Ilyina, M. Skatkin, G. Shchukina, P. Anokhina, I. Bekh, L. Vygotsky, V. Davydova, P. Halperin, E. Klimova, N. Kuzmina, G. Kostyuk, E. Milleryan, S. Reesetova, L. Rubinstein, N. Talizina. In the aspect of preparing future educators in higher education institutions, G. Belenkova, A. Bogush, N. Havrysh, T. Zharovtseva, A. Kononko, K. Kruty, O. Pekhoti, T. Tanko, G. Trotsko, A. Kharkiv, G. Tsvetkova and others.

The range of scientific researches of the problems of general pedagogical innovation is wide, presented by scientific researches of domestic and foreign scientists: the essence of innovations (I. Podlasy, V. Palamarchuk, O. Savchenko); development of a variety of up-to-date models of pedagogical education content definition of the structure (I. Zyazyun, M. Evtukh); the regularities of the functioning and development of innovative processes in pedagogical systems (O. Kyrychuk, M. Potashnik, G. Tsvetkova); the history of the emergence of innovations and the generalization of domestic and world pedagogical experience of innovation in the high school (I. Anosov, L. Vovk, V. Kremen), training of pedagogical staff for introduction of innovations, formation of readiness for future innovation activity (I. Gavrysh, L. Podimova, V. Slastonin, S. Sisoyev); management of innovative educational processes (L. Vaschenko, L. Danilenko, O. Marmaz, O. Homeriki); improvement of pedagogical technologies in the process of training pedagogical staff (V. Bondar, I. Bogdanova, V. Yevdokimov, O. Pekhota); pedagogical expertise, evaluation and measurement of innovations (L. Burkova, L. Danilenko, V. Palamarchuk); innovative personality (K. Gorash, G. Gerasimov, L. Ilyukhin, J. Kozelyetskii, O. Starovot, V. Shevchenko) research of socio-psychological aspect of innovations (O. Gumenyuk, A. Prigogine, O. Sovetova). The problem of innovation in psychology is outlined in the works of S. Moscovici, the economic approach to innovation is justified in the works of J. Schumpeter, S. Glaziev, S. Yermasov, O.

Sukharev; The subject of the study of the economic psychology of innovation is presented in the works of A. Karnyshev, S. Yagolkovskii; The research of innovative potential is disclosed in the works of D. Balaniev, S. Bogomaz, E. Boeva, E. Kamensky, V. Klochko, P. Kravchuk, T. Nerush, B. Pavlova, T. Terekhova.

Consequently, a wide range of scientific investigations in the area of innovation confirms its relevance, but the innovative personality of the future educator has not become the subject of a separate special study.

The purpose of the article to theoretically substantiate different approaches to the research of the problem of innovation personality; to define the character logical components of the innovative personality.

This goal is realized in the following task: 1) to analyze the existing scientific intelligence problems of the innovative personality; 2) clarify the scientific and conceptual apparatus of the research; 3) on the basis of the results of the scientific work, determine the character logical components of the innovation personality.

Presentation of the main research material. The research problem of innovation personality is at the center of attention during the period of modernization of education and transformation of professional training in higher education institutions. Let's dwell on a more detailed analysis of approaches to the study of innovation personality.

For the first time, the concept of "innovative personality" was introduced by Everett Hagen in 1962. The researcher believed that there are not only different, but also opposite personal characteristics that are typical and traditional for modern society. In the first case it is an authoritarian personality, in the second one - an innovative personality.

Innovative personality is formed by the conditions of the present, and in turn helps in the birth of self-supporting changes that constantly evolve life - its standards and values. The scientist defined the features of an innovative personality: the attitude to the world is characterized by curiosity and the desire to manage it, which is reflected in the persistent flow of its main regulators in order to influence and control various phenomena;

responsibility for the negative aspects of life and the desire to make changes; Carefulness, openness to subordinates, proud attitude towards their originality and desire for innovation; creativity that stimulates the originality of the desire for novelty, constant curiosity.

According to the results of scientific researches of foreign researchers, an analytical model of the modern personality, which was named as "the model of innovative personality", which consisted of 9 rice: openness to experiments, innovations, changes; recognition of pluralism of thoughts, the existence of different points of view; orientation to the present and future; confidence and ability to overcome life obstacles; planning of future actions for achievement of the set goals; belief in the possibility of regulating and forecasting social life; a sense of justice; high value of education; respect for the dignity of other people, regardless of their status position [11, pp. 301-302].

An interesting look at the characteristics of the innovation personality, presented in the work of G. Gerasimov and L. Ilyukhin. Scientists define seven characteristics of the innovation personality: the desire for change; ability to move away from tradition, identifying promising ways of development; the presence of creative thinking, the ability to find ideas and opportunities for their optimal implementation; systematic and predictive approach to the selection and organization of innovations; the ability to navigate in a state of uncertainty and calculate the permissible level of risk; readiness to overcome constantly arising obstacles; the development of abilities for reflection and self-examination [1, p. 136].

V. Shevchenko points to the key tasks of forming a full-fledged innovative personality: first, the ability to creativity an innovative type of personality; and secondly, the presence of a certain intellectual resource; thirdly, social maturity, as a readiness for innovation; fourthly, the peculiarities of the activity of the innovative personality in the collective subject of innovation activity [10, p. 37].

According to the results of the analysis of the character logical components of the innovation personality, a common denominator is traced: besides the ability to adapt to social conditions, the person has the

expedient activity to influence the course of the change of these conditions, by concrete actions create a trajectory of development. A similar position is found in the work of J. Koziellecki, who states that "an innovative personality is a person who creates the present, that is, is capable of influencing the course of social development" [12, p.293]. Continuation of this thought is found in the work of O. Starovoyt, who states that "an innovative person perceives the world not as an unchanging and harmonious structure, which can be easily adapted, but as a system of tasks to be solved; as "an area of cognitive and practical uncertainty" [7, p.149].

Innovative personality as an active participant in the innovation process must possess certain qualities and properties that encourage it to innovate as a creative process for the transformation of reality. The researcher notes that in the context of innovative development, the subject of the cultural approach to innovation is an innovative personality as a creator of reality, intellectual personal development, as the development of complex human-creating systems based on the intellectual resource for gaining additional value - a positive innovation education in culture, achievement a new degree of system development in its aspiration for self-development [7, p.149].

Let's dwell on the study of innovation personality. O. Stravotyte in substantiating the concept of innovative personality as a socio-cultural phenomenon states that "an innovative personality is an active participant of the innovation process, which has certain qualities and properties that encourage it to innovate as a creative process for the transformation of reality" [7, p. 150]. Through innovative potential investigates the innovative personality of the teacher J. Zalewski. The notion of "innovative potential of the teacher" the scientist treats - "... the totality of socio-cultural and creative characteristics of the personality of the teacher, who shows readiness to improve pedagogical activity, the presence of internal means and methods capable of ensuring this readiness" [7, p.150].

According to R. Schwai, "... an innovative person perceives the world not as an unchanging and harmonious structure, which can be easily adapted, but as a system of tasks to be solved. The stimulus to the activity of an innovative person is the desire to learn,

which manifests itself not only in the quest to receive ready-made knowledge "[9].

The researcher treats innovation as the effect of human cultural activity, the work of human labor, changes in social behavior of people and the program of personality development. An important leitmotif of her research is the fact that, in the transition from reproductive to the formation of innovative personal-oriented type, the creative process is identified with the innovation-innovative, adaptive processes that take place in the innovative forms of social behavior and self-development [9].

Under the other angle, K. Gorash explores the issues of innovative personality. The scientist notes that the "innovative behavior of the teacher as a type of individual or collective behavior of a person, characterized by the initiative and the need for systematic development of subjects of pedagogical activity of new methods and methods of training and education or the creation of new and their effective use in the pedagogical process and in different spheres of social life " [2, p. 174]. That is, the innovative component of the teacher's personality is studied by the researcher through the prism of his innovative behavior. Innovative components of the personality are interesting for our research, the researcher notes that among the professional features of the personality of a modern educator, additional innovative components are taken into account: "innovative thinking", "innovative behavior", "innovative culture" [2, p. 174].

Of interest to our study are the obstacles identified by J. Kozelecki, on the way to implementing the model of innovative personality in the area of modern education. According to the scholar: motivational barriers and conservatism of teachers, managers and experts, their inertia in the modernization of education, the bias of teachers in part-search, problem, and creative teaching methods, material costs are necessary for innovation training [12]. As a result, the higher education system needs to transform, reform the vector of educational activities into effective technologies with proven effectiveness that will help to create an innovation and educational environment for the qualitative provision of educational services and the formation of the innovative personality of a future specialist.

Under the concept of the innovative personality of the teacher we understand: a set of socially significant professional competences that contribute to the effective implementation of the pedagogical initiative, social responsibility, vocational and educational mobility, competent reflection in the process of creating a development path for the subject of educational activity.

In the perspective of analyzing theoretical approaches, there is no doubt that the fact that today Ukraine needs specialists of the preschool profile of a new formation, innovative individuals with a competitive European or world-level qualification for the sole purpose of forming a harmoniously developed child's personality.

In pedagogical science and practice, considerable attention is paid to the problems of the professional training of the future teacher of the institution of preschool education. At present, the referent in the period of education, upbringing and development of a preschool child is the educator. In modern pre-school there is a rapid change in the educational vector - the focus on the child, this determines the emergence of a new innovative content line in the educational space in which the center is a pupil with individual, mental and physical characteristics. Therefore, the requirements for the personality of the teacher of the institution of preschool education are changing. As a result, the priority task of higher education institutions is to prepare the innovative personality of the future teacher for effective educational activities in pre-school establishments.

Let's dwell on the definition of the concept of "the formation of an innovative personality of the future teacher". Let us turn to O. Pushkar and O. Sergienko for research, which have developed a model of the process of formation of innovative behaviour of students. At the same time, scientists propose to consider it as a process of pedagogical influence on the student's behavior, aimed at forming the readiness of the student to introduce innovations during training and in further professional activities. In turn, the readiness of the student for the implementation of innovative behavior is an active activity of the individual associated with the creation and implementation of innovations in the learning process and in

further professional activities [6, pp. 236-237].

Of particular relevance in the study of innovation personality acquires the innovation and educational space in the process of professional training in higher education institutions. After all, "... the system of higher education in Ukraine is characterized by the spread of educational innovations, an active search for new approaches in the theory and practice of teaching and educating student youth, focusing on the development of the innovative personality of a future specialist, which causes changes in the teacher training system for professional activity" [4, p. 99].

A similar view is found in the scientific researches of G. Tsvetkova, the researcher notes that "... the higher education system should become a modern center of innovative professional self-development and self-realization of teachers of humanitarian disciplines, part of the creative-developing educational space of a higher educational establishment, where functional, flexible, mobile educational initiatives and innovations; advanced educational interactive technologies apply [8, p. 46].

V. Egorova and M. Golubeva state that the formation of a new type of competent specialist in higher educational establishments can be accomplished by means of involving in

the educational practice innovative pedagogical technologies that should be supplemented and, in some cases, replaced by traditional approaches in education and upbringing [3]. It should be noted that the factor of success of professional activity in the opinion of research is: the formation, integrity of his personality.

Today, the training of future preschool education specialists is considered by the researchers as a multifactorial structure, the main task of which is to acquire every student the personal meaning of the activity, the formation of professional skills, the ever-increasing interest in working with children and their parents, and in the development of success in the activities [5, c. 101].

Taking into account the aforementioned, one can conclude that the orientation of modern higher educational education should primarily be based on the formation of an innovative personality, a future educator capable of implementing educational standards, the introduction of new educational technologies, the need for an effective organization of comprehensive vocational training in higher pedagogical educational institutions, formatting the content of professional training of teachers, the search and testing of effective tools, methods and forms with proven effectiveness.

Conclusions.

Consequently, the issue of innovative personality in time and requires careful study especially in the area of professional training future educators of pre-school establishments. According to the results of scientific research, it was established that the orientation of higher education should be oriented towards the formation of a competitive innovative personality of the future specialist of the institution of preschool education. Further intelligence needs to identify the components of the innovative personality of the future specialist in the field of preschool education.

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