The article analyzes the specifics of the teacher’s innovative activity. The views of domestic and foreign scientists regarding the interpretation of the concepts of pedagogical innovation and innovative activity were analyzed. Indicators of the teacher’s readiness for innovative pedagogical activity are substantiated. The results of the study of teachers’ attitude to innovations are also described. The purpose of the study is to analyze the essence and specifics of the teacher’s innovative activity. This article describes that the innovative activity of teachers enriches pedagogical activity with new ideas, new content, and new technologies, it is specific and quite complex, and therefore requires special knowledge, skills, and abilities. The introduction of innovations in education is impossible without a teacher-researcher who possesses systemic thinking, a developed capacity for creativity, and a formed and conscious readiness for innovations. Innovative teachers of this type are called teachers with innovative thinking. It is emphasized that modern society needs new type of pedagogical specialists who are able to think systematically and constructively, quickly find the necessary information, make the right decisions, and produce fundamentally new ideas in various pedagogical directions. Solving this task requires new approaches, creative thinking, and a different attitude of the teacher towards his work. The need for innovative pedagogical activity from the point of view of education reform is determined by certain circumstances: firstly, Ukraine’s entry into the humanitarian context of world civilization necessitated a radical change in the educational system, methodology and technology of the educational process in educational institutions of Ukraine. The structure of the teacher’s innovative activity, which is manifested in the formation of components: motivational; technological; valeological; reflective; informational (which characterizes the informational culture of the innovative teacher and the effectiveness of his informational activity).

**Key words:** innovation, innovative activity, competitiveness, teacher, indicators, components.
Statement of the problem in a general form and its connection with important scientific or practical tasks. Currently, in Ukraine, a strategy of accelerated, innovative development of education and science is being implemented: the conditions for self-affirmation and self-realization of the individual are provided. Innovative processes that take place in education require a corresponding change in the professional activity of the teacher. New requirements of the state and society concerning the development and self-realization of the personality of the student, the teacher make necessary to develop theoretical and methodological foundations of teacher formation as a competitive specialist, as well as the creation of an effective diagnostic mechanism that will identify specific reserves in his activity, prospects for professional growth, ways of professional development.

The development of innovative processes in education is conditioned by the intensive development of information technologies; updating the content of the philosophy of modern education, the center of which is the universal human dimension of professional activity; the humanistic orientation of the character of interaction of participants in the educational process; the need to increase the level of activity and responsibility of the teacher for his own professional activity [10, p. 9-14].

In this regard, the utmost important sense acquire the innovative activity of the teacher, based on the scientific understanding of practical pedagogical experience, the organization of purposeful pedagogical activities to achieve higher results, obtaining new knowledge, the formation of quality pedagogical practice [5].

Analysis of the latest studies and publications, which the author relies on, which consider this problem and approaches to its solution. The necessity for innovative pedagogical activity from viewpoint of education reform is conditioned by certain circumstances: firstly, entry of Ukraine into the humanitarian context of world civilization has necessitated a dramatic change in the educational system, methodology and technology of the educational process in educational institutions of different types. Searches conducted by pedagogical collectives can enrich not only school practice, but also pedagogical science [1].

Secondly, fulfilling the social order of forming a well-developed personality, capable of assimilating and creatively developing a culture, requires a constant search for new methods, organizational forms, technologies of education and upbringing. In this situation, the role and authority of pedagogical knowledge is growing significantly, which can become a theoretical basis for innovation.

Thirdly, the character of teachers' attitude towards the implementation of pedagogical innovations has changed. Previously, innovative activity was limited to the use of the innovations recommended above, but nowadays it acquires experimental searching character: the teacher chooses new programs, textbooks, uses new techniques and methods of pedagogical activity.

Fourthly, a real situation has arisen regarding the competitiveness of educational institutions caused by the entry of educational institutions into market relations [13; 15].

Formulation of the goals of the article (statement of the task). Purpose of the study is to analyze the essence and specificity of the teacher's innovative activity.

Presentation of the main research material. In modern pedagogy, the terms 'innovation', 'innovative' mean a certain new introduction concerning one or another aspect of the educational process. In this aspect, it is appropriate to refer to the experience of O. Popova, who uses the term 'pedagogical neology', presenting it as one of the components of pedagogical innovation [14].

A lot of creative teachers are engaged in innovative pedagogical activity, among who can be conditionally distinguished three groups:
- teachers-inventors who come up to new through their own search;
- teachers-modernizers who refine on and re-use the elements of created systems for a positive result;
- teachers-professionals who perceive and use quickly both traditional and new approaches and methods [4, p. 327–331].

The teacher of the educational establishment in the new conditions of the organization of the pedagogical process carries out experimental work, search for original, non-standard approaches to solving various pedagogical problems. Creativity, preparation, adaptation to specific conditions are not separated from other qualities - the generalized ability, opportunity, strength, as a teacher's ability to professionally see, understand, ask and solve educational problems, is a pivotal characteristic.

The product of creative search for teachers can be new learning technologies, original pedagogical ideas, modern methods, techniques, means and forms of organizing active cognitive learning activities of students, which provides increasing of pedagogical skills, as well as a high quality mastery of educational activities, during which the teachers develop themselves as professional specialists. All this requires the necessity for innovative pedagogical activity of the teacher in the process of his professional formation [6, p. 69–8].

According to scientists, the main problems in the third millennium for teachers are the constant complication of the content of education, guaranteeing a high level of educational standards; independent formulation and solving of creative and research
problems; complications of problems of upbringing; continuous mastering of progressive technologies of education and upbringing, new achievements of domestic and foreign experience; solving complex professional and pedagogical problems that require the integration of knowledge, practical ability and skills in such pedagogical sciences as philosophy, psychology, medicine, religious studies, economics, law; work in a single information environment, which requires the rational use of information technology in the educational process.

In the process of forming a personal dimension of the professional formation of a teacher as a competitive specialist, the task arises simultaneously to expand their own professional opportunities, to increase their own readiness for productive and creative activity. Innovative activity, creative search can positively influence the realization of the strategy of free choice in the activity of the teacher, his life prospect.

Teachers’ innovative activity enriches pedagogical activity with new ideas, new content, and new technologies; it is specific and quite complex, and therefore requires special knowledge, skills and abilities. The introduction of innovation in education is impossible without a teacher-researcher who has a systemic thinking, a developed ability for creativity, a formed and conscious readiness to innovate. Teachers-innovators of this type are called teachers with innovative thinking. They have a clear motivation for innovative pedagogical activity, the ability not only to be involved in innovative processes, but also to be their initiators.

The teacher can express himself in his professional activity as an author, researcher, user and propagandist of new pedagogical technologies, theories, concepts. According to A. Kozlova, pedagogical innovations are the result of creative search for original non-standard solutions to various pedagogical problems. The product of creative search can be new learning technologies [8].

The problem of personality orientation for innovation is determined by the implementation of acmeological approach in the professional formation of the future specialist, in particular the teacher. It is clear that the achievement of professional acme occurs in a constant process of self-improvement, the basis of which is a person’s awareness of the necessity for professional renewal, which, in fact, is a condition of attention to innovation. However, professional innovation is not always perceived positively by specialists. In the study of L. Korostylova [9] refers to the psychological barriers of human to innovations. In particular, teachers’ psychological barriers arise in accordance with the changing pedagogical paradigm of upbringing and education. Internal rejection of the new is manifested in the passive-aggressive position, painful self-love in attitude to the students, timidity of showing incompetence in front of them or colleagues.

Evidence from this were the scientists’ researches conducted in a group of teachers from different disciplines aged 25–26 years. The results revealed that in relation to new introductions (innovations), teachers clearly identified certain life positions, conditionally defined as «conservatives» (36.3%), «moderate» (35.2%), «innovators» (20.1%), «radical innovators» (8.4%).

Interesting was the fact that the same study, conducted among students of a pedagogical educational institution, gave similar results: «conservatives» - 33.8%, «moderate» - 37.0%, «innovators» - 21.8%, «radical innovators” - 7.4%. Consequently, the traditional education system, both at the stage of teacher preparation and at the stage of their independent activity, is determined by a stable structure of «personal presence» in a certain innovative disposition.

Authors find explanations for this fact in the reproductive orientation of learning, when they teach only because they know and able. The departure from reproductive learning should give the results of increasing the innovative orientation of teachers, the development of their independence, criticality. Really, innovators reveal more degree of criticality regarding to the education system, but at the same time they are more likely to notice changes for the better (there is no negative objection to the old along with the immaturity about the new). At the same time, the basis of the innovative position is an active type of thinking, which, unlike rigid, activates the cognitive interest in the new, the desire to implement the new in practice, even with the risk for the result [7, p. 80–86].

In research of O. Popova, pedagogical innovations are linked to general social and educational processes, which, according to the laws of dialectics, presuppose a spiral form character of their development. At the same time, each whorl of promotion of innovations on the ‘spiral of development’, on one hand, preserves cultural-pedagogical and national traditions; on the other, - requires new approaches to the implementation of innovative processes, which is conditioned by a number of factors: the increasing requirements of the social order for education, the achievement of scientific and technological progress, the achievements of sciences about human as a subject of education and upbringing, which require improvement of the last; the necessity to provide the self-development character of institutions and others [14].

The main features of innovative activity are personal approach, creative, experimental character, stable motivation for finding new in the organization of educational process.

In his turn, M. Meladze describes the innovative activity of the teacher as a personal category, process and result of creative activity. At the same time, the
researcher points out that the implementation of this activity requires the ability to build a conceptual basis of pedagogical innovation, covering diagnostics, forecasting, development of the program of experiment, analysis of its implementation, as well as observation of the stages of implementation and their results, correction and reflection of innovative actions [12].

The teaching profession requires a special sensitivity to the constantly updated tendencies of social life, the ability to adequately perceive, the needs of society and to adjust in appropriate way his work. The school, as one of the most important institutions for human socialization, preparing young people for the role of active subjects of future social processes, should be extremely attentive both to new realities and trends of social development, as well as to innovations in the content, forms and methods of teaching and upbringing. Accordingly, innovation should characterize the professional activities of each teacher. New introductions (innovations) do not arise by themselves, but are the result of scientific researches, analysis, generalization of pedagogical experience.

Pedagogical innovations can be attributed to the achievements of individual educators, creative groups, which are a coherent system of work in a particular direction, mostly insufficiently highlighted in the scientific and methodological literature. These systems are based on the ideas of famous educators and on their own experience and intuition. The merit of their authors is that they glean, organize, summarize the material they need, put into it their findings their understanding of the problem, and this gives reason to speak of novelty, originality, and together with the reality of approaches to the implementation of the tasks.

The readiness to innovative activity is the basis for formation a teacher’s innovative position. In structure it is a complex integrative formation that encompasses various qualities, properties, knowledge, personality skills [7, p. 80–86]. As one of the important components of professional readiness is a prerequisite for the effective activity of the teacher, the maximum realization of his opportunities, the opening of creative potential. The readiness for innovative activity is conditioned by the peculiarities of personal development, professional orientation, professional education, upbringing and self-upbringing, professional self-determination of the teacher [3].

Our task is to identify the most important structural components of the content of the teacher’s innovative activity as a competitive specialist in accordance with the tasks and needs of education at the present stage. Researcher I. Dychkivska [5] considers the structure of teacher’s readiness for innovative pedagogical activity as a set of motivational, cognitive, creative, reflexive, technological components that are interrelated and interconnected.

The motivational component of innovative activity, according to the researcher, should be considered in two aspects: from the point of view of the place of professional motivation in the general structure of motives and from the point of view of the teacher’s attitude to change, his ability to perceive innovations [5].

In general, the problem of motivational readiness, receptiveness to pedagogical innovations is one of the central ones in teachers’ innovative preparation. As is known, only motivation that responds the goals of the activity, provides its effectiveness, promotes the processes of self-realization of the personality of teacher.

Mostly the leading motive of innovative pedagogical activity is cognitive interest. The cognitive interests of a teacher focused on the use of innovative educational technologies concentrate around the need for a scientific understanding of the various aspects of personal orientation in education; on comprehension of their own experience, the degree of effectiveness of pedagogical activity, formation their position on changes in the educational system; using of new knowledge in their own practical activity.

The motivation of a teacher’s personality is also conditioned by his professional interests, value orientations, ideals. It manifests itself in his professional life as a whole, and in some pedagogical situations, determines his perception of external events and logic of behavior.

The positive motivation of the teacher for innovative activity is evidenced by satisfaction of such his personal and professional needs as creation and application of a new one, increasing of pedagogical mastering, overcoming of professional difficulties. Therefore, using of innovative technologies is considered by most teachers is considered as the only important motive for personal and professional self-affirmation.

Consequently, the indicators of motivational component of readiness for innovative pedagogical activity are cognitive interest in innovative pedagogical technologies and personal significance of their application.

Reflective component of readiness for innovative pedagogical activity, connected with the concept of reflection (from Latin Reflexio – return back). Reflection is the process of self-knowledge by the subject of internal acts and status [2, p. 1218]. For innovative activity are important both as a reflexive analysis of consciousness, which promotes to explain the meanings of objects and their construction, and reflection as an understanding of the essence of interpersonal communication, which characterizes the knowledge and analysis of the teacher phenomena of their own consciousness and activity. This component is realized through such reflexive processes as self-understanding and understanding of another, self-evaluation and evaluation of another, self-interpretation and interpretation of another.
Reflective thinking is one of the important conditions for awareness, critical analysis and constructive improvement of own activity. The ability of a person to reflexively relate to himself and to his activity is the result of the development (internalization) by himself of social relations between people. On the basis of interaction with other people, striving to understand the thoughts and actions of another, a person shows the ability to attitude to yourself reflexively. Therefore, the search, development and application of well-known pedagogical innovations, analysis of the results obtained and their own individual style of work can promote to the creation by the teacher of new innovative educational technologies.

An indicator of the reflective component in the structure of readiness for innovative pedagogical activity is the formation of the reflexive position (the character of the teacher's evaluation of himself as the subject of innovative activity).

The cognitive component of the readiness for innovative pedagogical activity combines the teacher's knowledge of the essence and specificity of innovative pedagogical technologies, their types and features, as well as the complex of abilities and skills regarding to the application of innovative pedagogical technologies in the structure of their professional activity. This component is the result of cognitive activity; it is characterized by the amount of knowledge (depth, systematic), style of thinking, formation of teachers' skills.

The creative component of readiness for innovative pedagogical activity is realized in the original solution of pedagogical tasks, in improvisation, impromptu. Its importance is due to the creative character of innovation.

In the scientific literature of O. Kozlova [8], this component of the structural model qualifies as central, system-forming. The term «creativity» in foreign and domestic psychology is associated with the creative achievements of the individual. The creative potential of the person, the ability to be creative is denoted by it.

Teacher creativity is formed because of imitation, reproduction of experience, idea, separate admission, form, method with a gradual decrease in the share of the imitative component and growth of the creative component of pedagogical activity.

Valeological aspect of pedagogical innovative activity related to the development of humanistic values and teacher orientations. Criteria for health, ecology (human and education) should be decisive during analyzing the appropriateness and evaluation of innovations in the educational and upbringing process.

Considering the direction of innovation on the objects of innovative activity (students) and their influence on teachers, in the valeological component of innovative activity is appropriate to distinguish between two levels. The first level concerns students as objects of innovative influence. It is about providing and maintaining favorable conditions during implementation of innovation. The second level of the valeological component involves an analysis of the character of the influence of innovation on teachers.

The technological component of innovative activity is based on the analysis of its structure and stages of deployment of innovative processes:
- personally motivated restructuring of educational projects, their interpretation, active search for innovative information, familiarization with innovations;
- professionally motivated analysis of their own capabilities for creating innovations; deciding on its use;
- formulation of the purpose and conceptual approaches to the application of the innovation;
- forecasting changes, difficulties, results of innovation activity;
- discussion with colleagues, administration, consultants of ways of introduction of innovations;
- development of conceptual basis and stages of experimental work;
- implementation of innovative actions, monitoring the development of the innovation process;
- control and correction of new introduction, evaluation of results, reflection of innovation activity [3].

Thus, T. Demydenko considers it necessary to introduce an information component in the structure of innovative activity of a teacher or any other specialist. Teachers' informative activity cover several interrelated processes (stages), namely:
- search and receiving professionally important information;
- its analysis and systematization;
- using of received materials directly in pedagogical and innovative (research) activity;
- creation of new information [3].

Based on the considered studies, we have specified the structure of innovative activity of the teacher, which is manifested in the formation of the components: motivational; technological; valeological; reflexive; informative (which characterizes the informative culture of the teacher-innovator and the effectiveness of his informative activity).

The humanistic paradigm of education focuses on the priority of a competitive teacher - a person who develops, is able to learn, independently obtain information, acquire the necessary knowledge. Compliance with these conditions is the key to realizing the idea of 'lifelong learning'. In this regard, the problem of increasing the level of informative culture of the individual is of particular importance.

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information; its analysis and systematization; using of received materials directly in pedagogical and innovative (research) activity; creation of new information [3].

Therefore, the readiness of teachers to innovative activity is a personal entity, which involves a dependence between the effectiveness of pedagogical activity and the orientation of the teacher’s personality to improve their own professional level, increase competitiveness.

Mastering an innovative idea (system), the teacher complements it, enriches its by his own conclusions.

Teachers are introduced to innovations in the process of advanced training, methodological associations, and pedagogical councils. However, according to practice, students and young teachers are mostly formally concerned with innovation, especially their technological part, do not associate this process with their own education, internal growth, self-improvement. That is why there is a random using of innovative technologies, often misinterpretation of their basic provisions, which reduces the effectiveness of implementation.

Therefore, modern society needs pedagogical specialists of a new type, able to think systematically and constructively, quickly find the right information, make the right decisions, produce fundamentally new ideas in different pedagogical directions. New approaches, creative thinking, and another attitude of the teacher to their activity are needed to solve this problem. As the teacher’s innovative activity is the basis of his professional success, we consider it necessary to determine the criteria according to which his readiness for this activity can be assessed:

- awareness of the necessity for innovation;
- a readiness to creatively innovate at school;
- confidence that efforts to innovate at school will produce results;
- coherence of personal goals with innovative activity;
- a readiness to overcome creative failures;
- organicist of innovative activity, professional and personal culture;
- the level of technological readiness for innovation;
- positive perception of their past experience and influence of innovative activity on their professional independence;
- ability for professional reflection [4].

According to A. Marynovska, preparation of competitive teachers and heads of educational establishments for the implementation of innovative educational activity requires the transformation of the traditional system into an innovative one, which envisages purposeful changes that improve the results of the educational institution concerning provision of quality educational services through the use of new quality management technologies of advanced training and scientific and methodological support of teachers to innovation activity [11].

Modern education must prepare a person who is able to live in an extremely globalized and dynamically changing world, to perceive its variability as an essential component of one’s own way of life. Therefore, the focus in pedagogical collectives is on the issues of overcoming conservatism in approaches to educational activity, existing stereotypes of pedagogical work in the participants of the educational process.

Innovative activity is represented as determined by personal motivation, focus on professional renewal, awareness of the purpose, tasks and content of the future result, which should be more effective than what is present, activity of inclusion in new ways of activity, algorithmization of their assimilation.

Conclusions from this study and prospects for further research in this direction. The study of the essence and specificity of the teacher’s innovative activity made it possible to conclude that the improvement of educational, upbringing and management educational systems significantly increases the quality of the results of educational activity. The orientation of educators to the implementation in the educational process of innovation is due to the competition of educational institutions, their entry into market relations, and therefore – the interest of the customer educational services quality of education, which depends entirely on the ability of teachers to introduce new technologies in the educational process, original methods and educational method, non-standard management approaches.

Innovative activity, creative search can positively influence the realization of the strategy of free choice in the activity of the teacher, his life prospect, which affects on the competitiveness. A compulsory element of a teacher’s innovative activity is his / her creativity, and therefore it is a question of forming a teacher-researcher who has a systemic thinking, developed capacity for creativity, formed and conscious readiness to innovations.

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