



METHODOLOGY OF FORMING INNOVATIVE CULTURE OF FUTURE PRIMARY CLASS F TEACHERS

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Annotation. Under these conditions, society's requirements for the goals and content of education have changed, and the requirements for the level of preparedness of students at each level of education have also changed.

Key words: Pedagogy, methodology, primary education, innovative culture, formation.

In accordance with the new requirements, the quality of education depends on the degree of preparedness of the teacher for the implementation of the pedagogical process. However, it is becoming increasingly difficult for a teacher in a general education school to cope with changes in education and the pace of these changes, so the problem of a teacher's preparedness for the implementation of the pedagogical process in the new conditions has acquired a socially significant meaning.

In most pedagogical studies (E.V. Bondarevskaya, V.I. Zagvyazinsky, N.Ya. Kantorovich, G.N. Prozumentova, V.A. Slastenin), the existing system of improving the pedagogical activity of a teacher, which assumed the formation of individual skills, qualities, was critically rethought. personality, and the need to develop new approaches that predetermine the choice of scientifically based means, forms and methods of a holistic transformation of the teacher's activity, which makes it possible to ensure the achievement of the necessary quality of modern education, is stated.

In pedagogical science, there are different points of view on the solution of the designated problem, which do not contradict, but complement each other. Improving the pedagogical activity of the teacher, according to G.N. Prozumentova, consists in the generation and implementation of educational initiatives, in the development of innovative activities by the teacher. E.V. Bondarevskaya singles out the factors that contribute to solving the problem of

improving pedagogical activity, among which she considers innovation activity, pedagogical creativity, and research search to be the main ones.

The main idea of these approaches lies in the possibility of improving the pedagogical activity of the teacher on the basis of the formation of his research culture. This idea was developed in the provisions of the culturological approach to the study of pedagogical problems, which is based on the dialectical connection between culture and activity. According to this approach, the achievement by a teacher of a high level of development of pedagogical activity, in the process of which various pedagogical tasks are solved (V.A. Slastenin), is associated with the formation of his professional and pedagogical culture or any of its types (E.V. Bondarevskaya, N .B. Krylova, S.V. Kulnevich).

The general theoretical approach to the formation of professional and pedagogical culture is laid down in the works of V.A. Adolf, Yu.K. Babansky, E.V. Bondarevskaya, I.F. Isaeva, V.A. Kan-Kalika, N.V. Kuzmina, V.A. Slastenina, E.N. Shiyanova and others. In the research culture, the epistemological function of professional and pedagogical culture is realized, in accordance with which the teacher carries out purposeful research, selection and systematization of scientific knowledge about the subjects and objects of the educational process (E.V. Bondarevskaya, I F. Isaev, V. A. Slastenin, E. H. Shiyanov). In these works, the component composition of the teacher's research culture is highlighted. It represents axiological, personal-creative and technological components.

Scientists single out the technological component in the structure of the research culture, emphasize its importance, but the technological component is not the subject of special study in these studies.

In the works of V.I. Zagvyazinsky, V.V. Kraevsky, A.I. Kochetova, T.N. Shamova et al. pointed out the emergence of a new trend in the organization of the activity of a teacher-practitioner, providing for his inclusion in the study. IN AND. Zagvyazinsky confirms the importance of organizing and conducting a scientifically based and methodically prepared experiment in highlighting new aspects of a teacher's pedagogical activity. This point of view is shared by Ya.N. Kantorovich: defining the value for the future teacher of the research process in various aspects, he emphasizes the role of the technological component of the teacher's research culture in the formation and then improvement of his pedagogical activity.

The significance of the technological component is determined by its role in the structure of the teacher's research culture: the technological component is the basis for the formation of the research culture as a whole.

However, the above studies to a greater extent consider the problem of improving pedagogical activity through the formation of a research culture, including its technological component, a subject teacher who carries out the educational process in the middle and senior levels of a general education school.

The research does not take into account the specifics of the pedagogical activity of a primary school teacher, due to the goals, objectives of educating and teaching younger students, the content and logic of a number of sciences, the elementary foundations of which are studied in primary school, the presence of differentiated and correctional-developing education classes, and the peculiarities of interaction between a teacher and students in educational process.

The insufficiency of developing the issue of forming the technological component of the research culture of a primary school teacher in theory led to certain difficulties in organizing the relevant work in the practice of a general education school.

Therefore, the relevance of the study is determined by:

- the need of society, the modern school for a high level of formation of the research culture of the teacher, in particular, its technological component, which will allow the practicing teacher to organize his activities in accordance with modern trends in the development of primary school education;
- the existing opportunities for the formation of the technological component of the research culture of the primary school teacher in improving his pedagogical activity;
- undeveloped means of forming the technological component of the research culture of the primary school teacher, adequate to the specifics of his pedagogical activity.

Thus, it is possible to distinguish contradictions between:

- high requirements for the level of the research culture of the teacher and insufficient development of the technological component of the research culture of the primary school teacher;
- the low level of formation of the technological component of the research culture of the primary school teacher and the importance of improving his teaching activities in accordance with the requirements of new educational standards, educational and curricula;
- the need to form the technological component of the research culture of the primary school teacher and the insufficient development of this issue in pedagogical science and practice.

The identified contradictions determined the research problem, which consists in the need for a theoretical substantiation of the technological component of the research culture of the primary school teacher and the search for ways to form it in the professional activities of the teacher.

the formation of the technological component of the research culture of the primary school teacher will be effective if:

- 1) a functional model for the formation of the technological component of the teacher's research culture and a program for its implementation in practice have

been designed and implemented, involving the creation of experience in the teacher's research work;

2) conditions are defined and implemented that ensure the emergence of a teacher's needs and the formation of skills to solve research problems that are adequate to the nature of his pedagogical activity;

3) implemented through the implementation of innovative technologies in the research activities of the teacher.

Theoretical and methodological basis of the study was:

- at the general scientific level: provisions of the system (I.V. Blauberger, V.P. Bepalko, E.G. Yudin); culturological (E.V. Bondarevskaya, I.F. Isaev, S.V. Kulnevich, N.E. Shchurkova); activity (B.G. Ananiev, V.V. Davydov, A.N. Leontiev, G.I. Shchukina) approaches to the study of pedagogical phenomena; the concept of the development of the teacher's professional culture (E.V. Bondarevskaya, I.F. Isaev, V.A. Slastenin, E.N. Shiyarov); theoretical and methodological provisions for the development of professional competence, including on the basis of a cultural approach (V.I. Baidenko, T.P. Brazhe, B.S. Gershunsky, I.A. Kolesnikova, E.M. Nikitin, A.K. Markova, E. I. Rogov, A. I. Shcherbakov);

- at the specific scientific level: research on the problem of using professional tasks in the process of professional training (N.B. Krylova, Ya.A. Ponomarev, V.A. Slastenin, etc.); provisions of the theory of activity (A.N. Leontiev, V.V. Davydov), including research activities (V.I. Zagvyazinsky, I.A. Zimnyaya, V.V. Kraevsky, A.I. Kochetov, T.I. Shamova), pedagogical activity (N.V. Kuzmina, A.I. Shcherbakov and others); ideas of interaction between innovation and research (A.V. Lorensov,

MM. Potashnik, O.G. Khomeriki); research on the problems of improving the professional competence of a teacher-practitioner, conducted in various directions: procedural (N.V. Kuzmina), personal (B.G. Ananiev, E.I. Rogov, S.V. Shuvalov, A.I. Shcherbakov), resultant (V. V. Kraevsky, I. Ya. Lerner, M. N. Skatkin); theoretical provisions and practical recommendations for the use of statistical data processing methods (O.Yu. Ermolaev, G.V. Sukhodolsky).

In accordance with the purpose, objectives and logic of the study, a set of methods was used in the work, including:

1. Theoretical analysis of pedagogical, psychological and methodological literature to determine the subject, object, hypothesis, tasks, starting points and main directions in the development and organization of the study.

2. Purposeful observation, questioning, testing of teachers, the method of expert assessments, analysis of school documentation to determine the level of formation of the technological component of the teacher's research culture and the level of his professional and pedagogical competence. A pedagogical experiment aimed at identifying the effectiveness of the implementation of the model for the

formation of the technological component of the research culture of a primary school teacher.

3. Methods of statistical processing of the results of an experimental study.

The theoretical significance of the study is as follows:

- the concept of the technological component of the research culture of the primary school teacher was clarified, which made it possible to supplement and systematize its qualitative characteristics, to reveal the connection between the technological component and the various structural components of the teacher's research culture;

- the types of research skills that are the result of mastering the research activities by the teacher, which are performed by him in solving research problems, are identified, which acts as a criterion for the level of formation of the technological component of the research culture of the primary school teacher;

- the general pedagogical principles are concretized, which determine the content and methods of forming the technological component of the research culture of the primary school teacher; the stages of formation of the technological component of the research culture of the primary school teacher and the content of the research tasks corresponding to these stages are determined, which details the theoretical ideas about the process of formation of the phenomenon under study.

Practical significance of the study:

- the program for the implementation of the model for the formation of the technological component of the research culture of the primary school teacher was tested and its methodological support was developed, the effectiveness of the program implementation was proved;

- a set of measuring materials is presented that allows diagnosing the level of formation of the technological component of the research culture of a primary school teacher and his professional and pedagogical competence, which can be used in various types of general education schools;

- scientific and methodological recommendations were developed on the formation of the technological component of the research culture of the primary school teacher, which must be taken into account in the practice of the school.

Conclusions. When developing a model for the formation of a research culture, one should take into account the specifics of the work of primary school teachers: multi-subject, which provides for the teacher to master the theory and teaching methods of a number of disciplines; special mobility of the application of technology to interactions by each child, due to various reasons; the need for orientation in a variety of programs and methodological systems for the effective solution of the tasks facing the elementary school; as a result, the teacher has an increased responsibility for the education, upbringing, and development of the younger student.

The results of the ascertaining experiment showed the predominance of the teachers who make up the experimental group, the acceptable level of development of professional and pedagogical competence. This indicates the presence of an imbalance in the formation of pedagogical skills: the low level of development of some skills is compensated by the high level of others. The achievement of the necessary results in the education and upbringing of schoolchildren is achieved at the expense of the high exertion of the forces of the students. The level of development of the technological component of the teacher's research culture In general, can be assessed as low (non-professional reproductive) and medium (professional adaptive) level.

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