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## INNOVATIVE COMPETENCE OF A PRIMARY SCHOOL TEACHER IN THE CONDITIONS OF THE MODERN EDUCATIONAL ENVIRONMENT

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**Abstract.** The analysis of scientific and pedagogical literature showed that the term "innovation" means an innovation, novelty, change, introduction of something new. Innovations are not experienced by themselves, they are the result of scientific research, advanced pedagogical experience, individual teachers and pedagogical teams. Therefore, innovative competence is a component of the professional competence of a primary school teacher.

To study the attitude of teachers to the problem of innovations in the educational process, their self-assessment of innovative competence to the pedagogical experience of its actualization, a survey of teachers of the city of Lviv and the Lviv region was conducted. 136 respondents, primary school teachers with teaching experience from 1 to 49 years, took part in the research. A complex of theoretical and empirical methods was used (search and bibliographic method, questionnaire, observation and generalization method).

The analysis of the teachers' survey gives grounds for the conclusion that the majority of primary school teachers consider themselves innovatively competent, but have certain difficulties in actualizing it.

The perspective for further scientific research is the innovative competence of the primary school teacher in the conditions of the implementation of the concept of the New Ukrainian School.

**Key words:** innovation, innovative competence, professional competence, teacher, primary school teacher, new Ukrainian damage, actualization, actualization of the teacher's innovative competence.

**Introduction.** At the beginning of the third millennium, global, socio-economic, political, socio-cultural processes that determine the development of humanity at the current stage of its life activity are deepening and accelerating. Global social shifts are systematic, rapid, and irreversible. They are caused by scientific and technical progress, rapid informatization and computerization, democratization of social life.

The most responsible in these conditions is the role of education. According to the State Education Standard, the key figure of the New Ukrainian School (NUS) is the teacher, since the quality of education cannot be higher than the quality of the teachers who work there. The teacher's professional competence is aimed at the continuity and humanization of learning, the development of students' creative and communicative abilities.

Currently, the question comes to the fore: how should the educational process of primary school students be carried out, so that in the future, an effective, competitive pedagogical worker will turn out. One of the main tasks of a modern school is to create the necessary and full-fledged conditions for the personal development of each child, the formation of an active position of the student in the educational process.

In this regard, in the modern world, the primary school teacher plays a big role in the development and formation of the personality of a schoolchild. The intensive development of primary education, the variety of alternative educational programs, the radical change of the procedural aspect of education brings to the fore the problem of qualitative change of the teacher's personality, his creative potential, readiness for continuous self-education, the ability for flexible socio-pedagogical thinking, humanistic orientation of the personality, creativity, role and pedagogical activity in the educational process.

Taking into account the modern challenges caused by the transformation of domestic education, it can be argued that today requires the primary school teacher to achieve a high level of innovative competence as a mandatory component of the professional competence of a modern primary school teacher in the conditions of a modern educational environment that ensures the success of educational changes.

The teacher's innovative competence is manifested in his author's pedagogical system, in updated, more effective forms, ways, methods, in accordance with the qualitatively new results of educational activities obtained as a result of the implementation of innovations.

**Main part.** The purpose and objectives of the article. Understanding and meaning of scientific and pedagogical terms: "innovation", "innovative competence", "updating". Isolation and description of the components of the innovative competence of the elementary school teacher, scientist I. Konovalchuk, such as: motivational-value, informational-cognitive, communicative-perceptive, creative-active, reflective-analytical. Study and analysis of the scientific problem of innovation and innovative competence of primary school teachers in the conditions of the modern educational process.

Analysis of scientific and pedagogical literature showed that the term "innovation" means innovation, novelty, change, introduction of something new. In relation to the pedagogical process, innovation means the introduction of new things into the goals, content, forms and methods of education and training (Bereka V.E., Galas A.V., 2018: 164). Innovations do not arise by themselves, they are the result of scientific research, advanced pedagogical experience, individual teachers and entire pedagogical teams.

The main stages of innovation perception: the stage of familiarization with the innovation; stage of emergence of interest; assessment stage; approval stage; stage of final perception, use in full (Bereka V.E., Galas A.V., 2018: 168).

Scientists I.I. studied the issue of the formation of innovative competence in Ukraine. Kovalchuk, L.O. Petrychenko, S.P. Zagorodnii, N.S. Kalyuzhka, O.B. Protsenko, S.A. Yurochko and others.

In particular, I. Konovalchuk notes: "As a personal innovation, innovative competence is the result of the synthesis of basic readiness for innovative activity and the subjective experience of its implementation" (Matohniuk, L.O., 2018: 54).

K. Artamonova emphasizes that "innovative competence" is the result of the teacher's theoretical and practical readiness to carry out professional activities using innovations and has the following basic components of professional training: value-meaning orientations of training, structure and content of the professional training process, pedagogical tools and pedagogical conditions of professional training (Matohniuk, L.O., 2018: 59).

"Innovative competence", according to I. Dychkivska, is a system of motives, knowledge, skills, personal qualities of an elementary school teacher, which ensures the effectiveness of using new pedagogical technologies in working with students (Serykh L.V., 2019: 158).

We can agree with the opinion of L. Petrychenko, who defined the concept of "innovative competence" more broadly: as a system of motives, knowledge, abilities, skills, personal qualities of a teacher, which ensures his implementation of all stages of innovative professional activity – from modeling and forecasting to the introduction of innovations. The researcher made an attempt to specify and supplement this scientific definition, considering competence as a set of certain metamatic competencies, namely: informational-gnostic, intellectual-creative, regulatory, organizational-communicative, active-creative. Thus, L. Petrychenko defines the innovative competence of a teacher as a complex, integrative quality of a specialist, which is determined by the features of innovative activity, emphasizing its creative nature and focus on research and experimental work (Terepa, A.V., 2018: 406-410).

Components of a teacher's innovative competence: awareness of innovative pedagogical technologies; proper mastery of their content and methodology; a high culture of using innovations in the

educational environment; personal conviction in the need to use innovative pedagogical technologies (Terepa, A.V., 2019: 406-410).

According to the researches of I. Konovalchuk, the problem of efficiency and effectiveness of the implementation of educational innovations lies in the area of development of the innovative competence of the teacher – an integrative property of the personality, which is the result of the synthesis of basic professional training and practical professional and social-psychological experience of innovative activity.

The specificity of innovative competence, the researcher believes, is determined by the content of those theoretical and practical tasks that the teacher solves in the process of implementing innovations, and by special system-forming, integrative connections between the components of its structure, which includes social, motivational-value, theoretical-methodological, technological, information-communicative, reflexive-regulatory competence.

The most general signs of the innovative competence of the teacher identified by the scientist deserve attention, in particular:

- personal focus on mastering new things, readiness for changes in methods of activity, style of thinking;
- subjectivity of goal setting, goal achievement and self-realization; clarity of professional position, awareness of the social significance of innovations, inclusion in social creativity;
- compliance of the composition of competence with the structure of innovative activity; the effectiveness of methods of implementing the system of knowledge, skills, and abilities at all stages of the innovation process, the ability to take a creative approach in solving professional problems;
- the integrity of the set of competences included in the innovative competence as a system formation;
- a high level of professionalism, which is based on understanding and improving one's own pedagogical experience.

Based on the analysis of scientific works on the specified problem and taking into account the peculiarities of scientific research, it is possible to single out the components of the innovative competence of a primary school teacher:

1. motivational and valuable (motivation for success in activities aimed at implementing educational changes, awareness of the need for innovative activities and the desire to implement them, teachers' positive perception of innovations in the educational process);

2. informational and cognitive (awareness of innovations in education, knowledge for carrying out innovative activities, desire and ability to acquire them, skills of creative thinking and modification of prospective pedagogical experience);

3. communicative and perceptive (stress resistance, self-psychological and perceptive knowledge, the ability and experience of valueless perception of another person, his understanding, the ability to non-standard, creative problem solving in the process of pedagogical interaction, the ability and experience to establish psychological contact, to put into practice original means of interaction with the participants of the educational process for their development, unconventionally solve various psychological and pedagogical situations);

4. creative and effective (the ability and experience to organize one's own activities on a creative basis, integration and improvement of already known elements, techniques, methods of pedagogical activity, skills of pedagogical improvisation, to create and apply objectively new, original models, educational technologies, forms, techniques and means training and upbringing, which ensure high effectiveness and quality of the educational process, skills of mobile reaction and correction of this process);

5. reflective-analytical (effectively and adequately carry out reflective processes, quality of introspection, adequacy of self-assessment, level of self-regulation, ability for self-development, self-improvement, self-realization) (Matohniuk L.O., 2018: 98).

Therefore, innovative competence is a component of the professional competence of a primary school teacher, which is a set of specific knowledge, skills, abilities, attitudes and abilities optimal for effective innovative activity.

We note that the essence of competence is revealed precisely in the ability and experience of applying certain knowledge, abilities and skills in practice, therefore the actualization of innovative competence is an important factor in the implementation of effective innovative activities.

"Actualization" (lat. actualis – active, active, actual) is the period from the state of possibility to the state of reality (Chornobai, V.G., 2014: 409-413).

In pedagogical science, the concept of "relevance" is defined as the need of an individual in his knowledge, behavioral style, as well as mental, sensory and kinetic acts and their transformation from a latent-potential state into actualized actions, actions, dynamics of forms of behavior, which is consistent with the concept of "experience" (Chornobai, V.G., 2014: 409-413).

Based on the conclusions of foreign and domestic psychological and pedagogical research (L. Karamushka, S. Maksisenko, A. Maslow, S. Sysoeva, M. Tkalych, V. Frankl, etc.), we believe that the actualization of a teacher's innovative competence is the reproduction of special knowledge, skills and abilities, their transition from a potential state to an actual action, that is, self-actualization, which involves independent implementation and application in innovative pedagogical activity (Chornobai, V.G., 2014: 409-413).

A primary school teacher who has a high level of innovative competence formation and is capable of actualizing it, is self-motivated for positive changes, research, innovation, and constant pedagogical search. Such a teacher has a desire for professional self-realization. He possesses thorough knowledge for the implementation of innovative activities, has adequate value orientations, flexible professional thinking, developed professional self-awareness, timely takes into account the situation of social changes and the needs of the student. Such a teacher creatively assimilates scientific developments, interprets and modifies advanced pedagogical experience, knows how to produce ideas and implement them in specific conditions, systematize, integrate and improve traditional elements, methods, methods of teaching and upbringing, as well as create objectively new, original models, educational technologies, forms, methods and means of teaching and upbringing, which ensure high effectiveness and quality of the educational process. The elementary school teacher is ready to perceive new information, knows how to see the near and far perspectives of pedagogical improvisation in the course of implementing the pedagogical idea; mobile reacts and adjusts the educational process to new conditions, unconventionally approaches the solution of various psychological and pedagogical situations, puts into practice original means and methods of interaction with the participants of the educational process for their development, organizes its activities on a creative basis.

The innovative competence of the primary school teacher in the conditions of the modern educational environment, as mentioned above, is a dynamic formation and needs continuous development and updating.

**Research material and methods.** A complex of theoretical and empirical methods, methods of scientific research are used: search and bibliographic method; analysis, synthesis, generalization and systematization; interview, questionnaire, testing, observation; pedagogic experiment (declarative stage); method of generalization (for formulating the conclusions of scientific research).

**Results and their discussion.** To study the attitude of teachers to the problem of innovations in the educational process, their self-assessment of innovative competence to the pedagogical experience of its actualization, a survey of teachers of the city of Lviv and the Lviv region was conducted. 136 respondents, primary school teachers with teaching experience from 1 to 49 years, took part in the research.

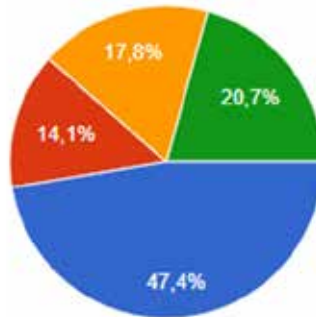
The analysis of the obtained results showed that the majority of teachers consider this problem to be urgent, they have no doubts about the need for innovative changes in education. Teachers understand that modern challenges make new demands on a person who is capable of living in a fast-moving world,

and it is possible to solve this given problem only by being in the educational process in accordance with these demands.

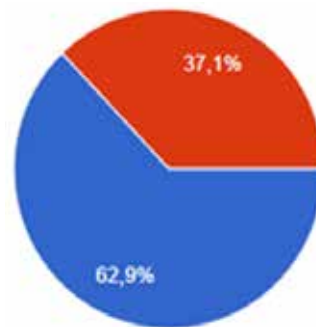
The analysis of the survey of primary school teachers on the problem of actualization of innovative competence proved the following results.

The question «Indicate your qualification category» was answered as follows:

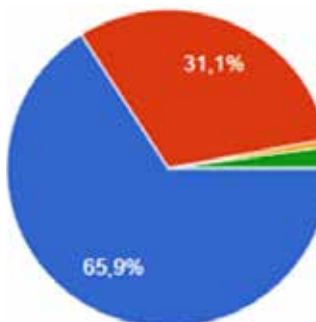
«specialist of the highest category» – 47,4%; «specialist of the first category» – 14,1%; «specialist of the second category» – 17,8%; «there is no» – 20,7%.



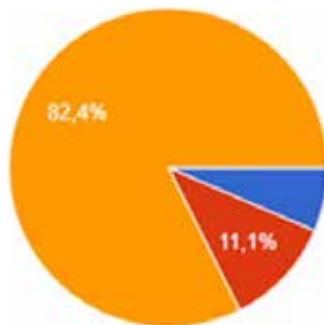
To the question «Are you satisfied with the existing education system?», the following answers were received: yes – 62,9%, no – 37,1%.



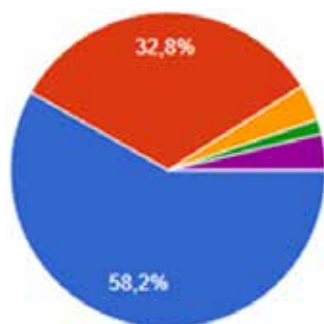
«Do you implement innovations in the educational process?», answered as follows: actively implement – 65,9%; good, but not actively implementing – 31,1%; good, but not implemented – 0,7%; negatively, but should implement – 2,2%. Not a single answer was chosen: «negatively and do not implement», «no way».



«What prevents you from applying innovations in the educational process?» 6,5% of primary school teachers answered «insufficient knowledge»; 11,1% – lack of relevant skills and experience; 82,4% – lack of necessary resources.



«What results have you achieved with the help of innovations?» teachers who implement innovations noted that they achieve significantly better results – 58,2%; slight improvement in results – 32,8%; the results did not change – 3,7%; the results are worse than the previous ones – 1,5% and unknown – 3,7%.



Therefore, the analysis of the teachers' survey gives grounds for the conclusion that the majority of primary school teachers consider themselves innovatively competent in the conditions of the modern educational environment, but have certain difficulties in its actualization.

**Conclusions.** The innovative competence of the primary school teacher in the conditions of the modern educational environment is considered as a component of the professional competence of the educational process of the 21st century, it involves a system of motives, professional knowledge, abilities, skills, experience, certain personal qualities of the teacher, which ensures the implementation of all stages of innovative activity.

The perspective for further scientific research is the innovative competence of the primary school teacher in the conditions of the modern educational environment in the concept of the implementation of the New Ukrainian School (NUS).

The basic professional competences of a primary school teacher in the conditions of a modern educational environment in the concept of the implementation of the New Ukrainian School, namely:

- professional and pedagogical competence – familiarity with the latest scientifically based information on pedagogy, psychology, methods, and innovation to create an educational and developmental environment that contributes to the integral individual and personal development of children of primary school age; the ability for productive professional activity based on developed pedagogical reflection in accordance with the leading value and outlook orientations, the requirements of pedagogical ethics and the challenges of primary school;
- socio-civic competence – understanding the essence of civil society; possessing knowledge about human rights and freedoms; awareness of global (especially ecological) problems of humanity and the possibilities of one's own participation in their solution; awareness of civic duty and a sense of self-worth; the ability to identify problematic issues in socio-cultural, professional spheres of human activity and find ways to solve them; skills of effective and constructive participation in civilized social development; ability for effective teamwork; the ability to prevent and resolve conflicts by reaching compromises;

- general cultural competence – the ability to understand works of art, to form one's own artistic tastes, to independently express ideas, experiences and feelings with the help of art; awareness of one's own national identity as a basis for an open attitude and respect for the diversity of cultural expression of others;
- linguistic and communicative competence – possessing systemic knowledge about norms and types of pedagogical communication in the process of organizing collective and individual activities; the ability to listen, defend one's position, using various methods of reasoning and argumentation; development of the culture of professional communication; the ability to achieve pedagogical results by means of productive communicative interaction «relevant knowledge, verbal and non-verbal abilities and skills depend– facilitative competence – awareness of the value significance of the child's physical, mental and moral health; the ability to promote the creative development of younger school-children and their individualization;
- entrepreneurial competence – the ability to generate new ideas and initiatives and implement them in order to improve both one's own social status and well-being, as well as the development of society and the state;
- information and digital competence – the ability to navigate in the information space, receive information and operate it in accordance with one's own needs and requirements of the modern high-tech information society (Bereka V.E., Galas A.V., 2018: 264).

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