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## The theoretical bases of readiness of the teacher for training on the basis of interactive methods as the condition of development of the creative abilities of students

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### Abstract

In the article theoretical bases of readiness of the teacher for training on the basis of interactive methods as a condition of the development of creative abilities are considered. On the basis of the analysis of psychology and pedagogical literature, the definition of the concept "readiness of the teacher for training on the basis of interactive methods as a condition of development of the creative abilities which are being trained" was created. By means of the system analysis the author also presents the structure of readiness of the teacher for training on the basis of interactive methods as a condition of development of the creative abilities. In structure of required readiness motivational, substantial, procedural components were allocated, criteria, indicators, methods of research and levels are presented. The professional orientation of the teacher and professional vision of object of UPP is reflected in a motivational component; in a substantial component the knowledge by the teacher of the theory of complete pedagogical process and knowledge of object of professional activity of the teacher is being presented; in a procedural component ability of the teacher to predict pedagogical activity taking into account the opportunities of use of interactive methods and ability to introduce interactive methods in pedagogical reality.

Keywords: readiness, readiness components, interactive methods of training, readiness for professional activity, readiness for pedagogical activity.

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## 1. Introduction

In the conditions of globalization and informatization of modern society for fruitful activity it is already not enough to possess only the high level of competence of any specific field. In this regard, in the formation of 21st century new requirements are being imposed on the contents and results of professional activity of the teacher. If earlier main objective of training in system of the general education was to put accumulation of a certain volume of knowledge, now it is development of ability of creative approach to the solution of certain tasks. This tendency is being connected with that progress in science and technicians in society demand development of new style of social behaviors and creative thinking. The formation in the person of requirement and opportunity to go beyond studied abilities of continuous and flexible self-development throughout all life becomes the main value of education.

The theoretical analysis of scientific literature shows that concept bases of "readiness of the teacher for professional activity" in its various aspects in sufficient volume have been studied by researchers. However the problem of readiness of the teacher for training on the basis of interactive methods as a condition of development of the creative abilities of students in pedagogical science and the theory of education is still insufficiently. The literature reveals no developed definition of the concept "readiness of the teacher for training on the basis of interactive methods as a condition of development of the creative abilities of students". These circumstances demand solution of theoretical and practical questions which are connected with judgment of the concept "readiness of the teacher for training on the basis of interactive methods as a condition of development of the creative abilities of students". The definition of the internal formation of readiness of the teacher for training on the basis of interactive methods as a condition of development of creative abilities of trained and its study in practice is particularly important (Ioffe, 2000).

Now the problem of readiness of the teacher for training on the basis of interactive methods of training is actual. In Gadzhiyeva's, Harkanova's dissertations and Solodyuk's and Bizyaeva's works, this is considered as a problem of application of interactive methods of training. Mukasheva, Ponomarenko, Rafikova, Yellnikova, Panfilova, Peshnya, Chernykh have studied questions of interactive training and use of interactive technologies in the course of training. In psychology and pedagogical literature interactive methods are defined as the training methods which are carried out by means of interaction of pupils in the course of training. They allow gaining new knowledge on the basis of a personal contribution of each of participants of process of training to common cause and to organize joint activity from single interaction to broad cooperation. In interactive techniques, pupils train each other their distinctive feature consists in their dialogue character. Suvorova considers that the interactive means, capable to interact or being in the mode of conversation, dialogue with something (computer) or with a person (Suvorova, 2000).

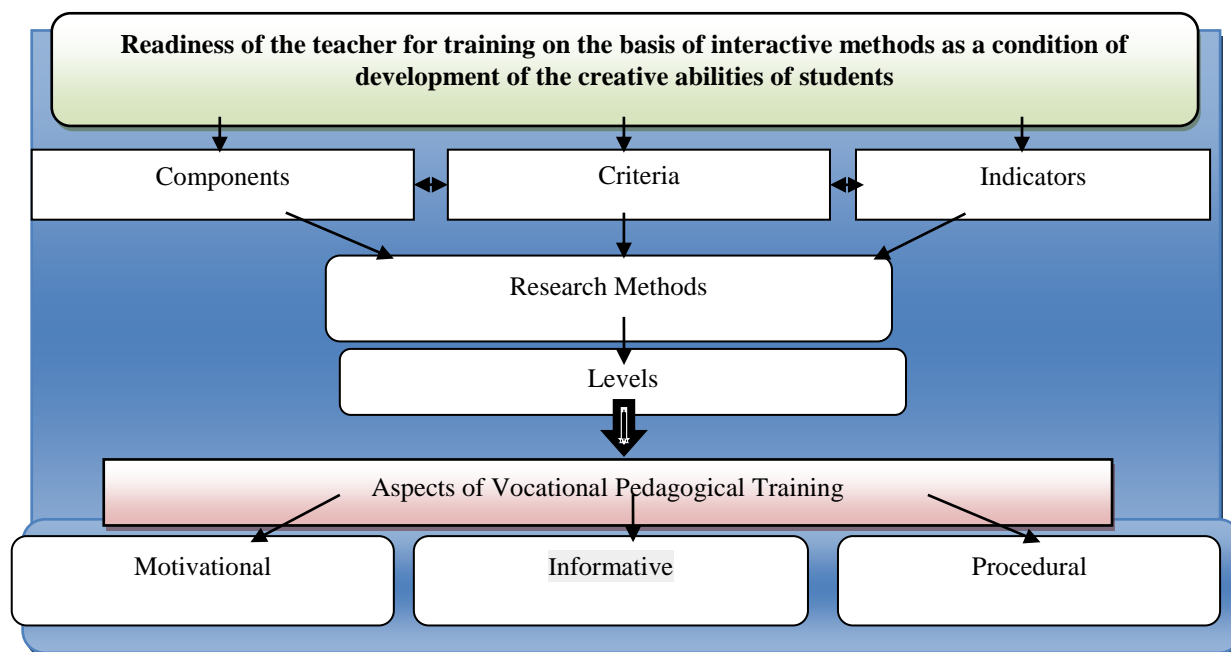
## 2. Methods

The readiness of the teacher for training on the basis of interactive methods as a condition of development of the creative abilities of students is one of the important aspects of vocational training of the teacher. Therefore for identification of essence of this concept it is necessary to address the theory of professional pedagogical education. In Kazakhstan there is a body of research devoted to the study of vocational training. The big contribution to development of the problem of improvement of vocational pedagogical training was made by the Kazakh researchers; Khmel, Khan, Duzbayeva, Begaliyeva, Tulbasova, Nechitaylova, Kustobayeva, Nikitenkova, Ivakhnova, Kalyuzhny, Uspanov, Rysbayeva, Zhumasheva, Fateev, Suleymenova, Neustroyeva and others. Regarding the problems of vocational training of the teacher, and in particular, the works of the famous scientist Slastenin are devoted to the readiness of pedagogical activity. Understanding readiness for pedagogical activity, as

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well as other authors, as a special psychological state, he includes two interconnected structural components in this education: motivational – valuable (personal) and performing (procedural) (Slastenin, 1981).

According to Skiboy, the structurally functional analysis allows presenting readiness for pedagogical activity as a system; it is the set of the elements interacting among themselves having order and a steady unity which are characterized by the internal integrity expressed in relative autonomy of behavior or existence (Khmel, 1998).



**Figure 1. The structure of readiness of the teacher for training on the basis of interactive methods as a condition of development of the creative abilities of students**

### 3. Conclusion

The study and the analysis of readiness of the teacher for training on the basis of interactive methods as a condition of development of the creative abilities of students allowed to define its criteria, indicators and methods of research (as provided in Table 1). On the basis of a complex of indicators we assumed existence of possible levels of readiness in which the different ratio of criteria and indicators are noted; **high, average, low**.

**The high level** is characterized by existence of the positive relation to introduction in the activity of new pedagogical technologies. It is characterized by the need of application of the interactive methods to develop creative abilities of students. The teacher is informed on the sphere of development of new pedagogical technologies and he/she is interested in improvement of ability to use interactive methods of training. **The average level** is characterized by the existence of the positive relation to introduction in the activity of new pedagogical technologies. He/she is convinced of need of application of the interactive methods of training developing creative abilities trained, but also believes that it is enough to use interactive methods of training at the lessons from time to time. The

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**low level** is characterized by absence of the positive relation to introduction in the activity of new pedagogical technologies. He/she does not have the need of application of the interactive methods of training developing creative abilities of the trained.

The created levels of readiness of the teacher for training on the basis of interactive methods promoting development of the creative abilities of students do not cover all variety of manifestation of signs of this integrative education. Researchers allocate still estimated, situational, sufficient and other levels of various aspects of vocational training of the teacher. We offer evident idea of distribution of signs of required readiness in Table 1.

**Table 1. The components, criteria and indicators of readiness of the teacher for training on the basis of interactive methods as a condition of development of the creative abilities of students**

Components	Criteria	Indicators	Methods
Motivational	Professional orientation of the teacher	The positive relation of the teacher to introduction in the activity of new pedagogical technologies	Questionnaire
		Belief in need of application of interactive methods for development of the creative abilities of students	
	Professional vision of object of	Interest in improvement of ability to use interactive methods of training	Conversation
Awareness of the teacher on the sphere of development of new pedagogical technologies		Questionnaire	
Informative	Knowledge of object of professional activity of the teacher	Knowledge of the theory of complete pedagogical process	Test of achievements
		Knowledge of importance of a conclusion of the pupil to a position of the subject of training	
	Knowledge of theoretical bases of interactive methods	Knowledge of essence of the concept "interactive methods of training"	Questionnaire
Procedural	Ability to predict pedagogical activity taking into account opportunities of use of interactive methods	Knowledge of types of the interactive methods of training developing creative abilities of the trained	Poll
		Ability to define in the maintenance of the taught subject which studying is possible by means of use of interactive methods of training	Questionnaire
	Ability to introduce interactive methods in pedagogical reality	Ability to choose and use different types of the interactive methods developing creative abilities of the trained	Supervision
Ability to apply interactive methods of training in traditional educational process			
		Ability to watch process of creative abilities of students when using of the interactive methods of training	

Thus, we assume that readiness of the teacher for training on the basis of the interactive methods acting as a condition of development of the creative abilities of students is an important aspect of vocational training. The developed model of required readiness, components, criteria, indicators and methods of research, approximate levels of its formation are the bases for the carrying out stating, forming and control experiments.

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