

Relationship between teachers' readiness for innovative activities and their creative potential and professional characteristics

Relación entre la preparación de docentes para actividades innovadoras y el potencial creativo y características profesionales

V.I. DOLGOVA [1](#); N.G. KUTEPOVA [2](#); N.V. KRYZHANOVSKAYA [3](#); Z.M. BOLSHAKOVA [4](#); N.N. TULKIBAEVA [5](#)

Received: 18/12/2017 • Approved: 10/01/2018

Contents

- [1. Introduction](#)
 - [2. Methods](#)
 - [3. Results and Discussion](#)
 - [4. Conclusion](#)
- [References](#)

ABSTRACT:

This study aims to detect the relationship between teachers' readiness for innovative activities and their creative potential and professional characteristics. Teaching staff from the city of Chelyabinsk took part in the study (N=535). Research methods were the following ones: empirical (discussions, interviews, surveys and testing), interpretational (qualitative and quantitative analysis, mathematical processing of diagnostics results). The methodologies used in the article were V. I. Petrushin's checklist, 'What is your creative potential?', and N. P. Fetiskin's test, 'Teachers' Readiness for Self-Development'. Spearman's correlation coefficient was used to determine tendencies behind teachers' insufficient readiness for innovative activities, and Pearson's correlation coefficient was used to investigate the relationship between teachers' readiness for innovative activities and their readiness

RESUMEN:

Este estudio pretende detectar la relación entre la preparación de los docentes para las actividades innovadoras y su potencial creativo y sus características profesionales. El personal docente de la ciudad de Chelyabinsk participó en el estudio (N = 535). Los métodos de investigación fueron los siguientes: empíricos (discusiones, entrevistas, encuestas y pruebas), interpretativos (análisis cualitativo y cuantitativo, procesamiento matemático de los resultados de los diagnósticos). Las metodologías utilizadas en el artículo fueron la lista de verificación de V. I. Petrushin, '¿Cuál es su potencial creativo?', y la prueba de n. p. Fetiskin, 'preparación de los maestros para el desarrollo personal'. El coeficiente de correlación de Spearman se usó para determinar las tendencias detrás de la escasa preparación de los docentes para las actividades innovadoras, y el

for self-development. Young teachers (aged 22 to 30) and teachers over 51 years old constitute the highest percentage of teachers ready for innovative activities (50% and 28.58% of the total number of the surveyed teachers, respectively). Teachers with 1 to 10 years of pedagogic service constitute the highest percentage of teachers ready for innovations. Results obtained from Petrushin's 'What is your creative potential?' survey showed that most teachers (98.3%) had sufficient potential for innovative activities. Results from Fetiskin's 'Teachers' Readiness for Self-Development' test showed that 67% of teachers wanted to know themselves and were ready for self-perfection. Spearman's correlation coefficient suggested direct links between the teacher's motivational readiness for innovative activities, his or her creative potential and professional characteristics. Pearson's correlation coefficient showed that there were strong and direct links between "readiness for self-knowledge" and "readiness for self-perfection" ranks.

Keywords: readiness for innovative activities, motivational readiness for innovative activities, teacher, age, pedagogic service, creative potential, readiness for self-development, readiness for self-knowledge, readiness for self-perfection.

coeficiente de correlación de Pearson se usó para investigar la relación entre la preparación de los docentes para actividades innovadoras y su preparación para el auto-desarrollo. Los profesores jóvenes (de 22 a 30 años) y los docentes de más de 51 de edad constituyen el mayor porcentaje de docentes preparados para actividades innovadoras (50% y 28,58% del número total de docentes encuestados, respectivamente). Los docentes de 1 a 10 años de servicio pedagógico constituyen el mayor porcentaje de docentes preparados para las innovaciones. Los resultados obtenidos de la encuesta de Petrushin '¿Cuál es su potencial creativo?' mostraron que la mayoría de los docentes (98,3%) tenían el potencial suficiente para realizar actividades innovadoras. Los resultados de la prueba de "preparación para el autodesarrollo" de Fetiskin mostraron que el 67% de los maestros querían conocerse a sí mismos y estaban listos para la auto-perfección. El coeficiente de correlación de Spearman sugirió vínculos directos entre la preparación motivacional del profesor para actividades innovadoras, su potencial creativo y sus características profesionales. El coeficiente de correlación de Pearson mostró que había vínculos fuertes y directos entre los rangos de "preparación para el auto-conocimiento" y "preparación para la auto-perfección".

Palabras clave: preparación para actividades innovadoras, preparación motivacional para actividades innovadoras, maestro, edad, servicio pedagógico, potencial creativo, preparación para el autodesarrollo, preparación para el auto-conocimiento, preparación para la auto-perfección.

1. Introduction

The study aims to detect the relationship between teachers' readiness for innovative activities and their creative potential and professional characteristics.

The relevance of the study of the relationship between teachers' readiness for innovative activities and their creative potential and professional characteristics is related, above all, to the selection of those charged with implementing innovations into educational processes. The following modern-day researchers highlight the above in their works: Bogomolov, Spizhenkova, 2015; Brilliantova, Masliyeva, 2016; Bulatova, 2014; Kryukova, 2016; Kuznetsova, 2016; Lezhneva, 2016; Mikheyeva, Vasilyuk, Taras, 2016; Novikova, 2016; Ramazanova, 2016; Selivanova, 2014; Sinyavskaya, 2015; Starodubtseva, 2016 and Frantseva, 2016.

A number of researchers have investigated the reasons behind teachers' readiness for innovative activities, such as Gavrilova, 2016; Dudina, Dolgova, 2016; Dolgova, Rokitskaya, Volchegorskaya, Yemelyanova, Uvarina, 2016; Malyarchuk, Volosnikova, 2015; Mironova, Neprokina, 2016; teachers' creative potential (Kazarenkov, Kazarenkova, 2016; Levin, 2014; Sergeyeva, 2016; Filinkova, 2015; Slepko, 2015; Dolgova, Salamatov, Potapova, Yakovleva, Yakovlev, 2016), methodological resources for developing readiness for innovative activities (Bogdanova, 2015; Stepanov, 2010; Dolgova, Kutepova, Kapitanets, Kryzhanovskaya, Melnik, 2017; Emelyanova I.E., Dolgova V.I., Pikuleva L.K., Kiriyyenko S.D., Emelyanova L.A., 2017); the influence of religious commitment and axiological orientations (Dolgova, Rokitskaya, Kondrateva, Arkaeva, Kryzhanovskaya, 2017); teachers' good health practices (Dolgova, Belousova, Mamylyna, Vorozheykina, Bogachev, 2017; Ponomaryova, 2016); general and specific manifestations of the emotional stability of teachers and of industrial employees (Dolgova, Kryzhanovskaya, Popova, Tul'kibaeva, Shayakhmetova, 2017).

Our analysis contributed to the promotion of ideas about the highlights of the study.

The creative potential is characterized by one's intentions to improve the world; confidence in

one's ideas being constructive; desire to engage and succeed in a new activity; aspiration to learn as much as possible about the profession, to which one is attracted to; need to overcome difficulties in attaining one's goals; ability to assess one's possibilities and perspectives; observation skills; analytical, reflective and logical aspects of the memorization and reconstitution processes; enthusiasm for and perseverance in putting forward new ideas..

The teacher's readiness for self-development is underpinned by such indicators as awareness of the importance of ongoing education in teaching, sense of duty and responsibility, curiosity, aspiration to be highly praised for one's self-educational activities; need for psychological and teacher education; need for self-knowledge; high ranking of self-education among other activities; and self-confidence.

2. Methods

The research methods were the following: empirical (discussions, interviews, surveys and testing), interpretational (qualitative and quantitative analysis, mathematical processing of diagnostics results).

The methodologies used in the article were V. I. Petrushin's checklist "What is your creative potential?" and N. P. Fetiskin's test 'Teachers' Readiness for Self-Development'.

Spearman's correlation coefficient was used to determine tendencies behind teachers' insufficient readiness for innovative activities (age and pedagogic service).

Pearson's correlation coefficient was used to investigate the relationship between teachers' readiness for innovative activities and his or her readiness for self-development.

3. Results and Discussion

Table 1 shows the results of the research study on the dependence of teachers' motivational readiness for their innovative activities on their age.

Table 1.

Test subjects divided into groups by age
(% of the total number of the respondents)

Age of teachers	Levels of teachers' motivational readiness for innovative activities (%)		
	Low	Average	High
Aged 22 to 30	25.00	25.00	50.00
Aged 30 to 51	16.33	79.59	4.08
Over 51 years old	14.28	57.14	28.58

Based on the results shown in Table 1, young teachers (aged 22 to 30) and teachers over 51 years old constitute the highest percentage of teachers ready for innovative activities (50% and 28.58% of the total number of the surveyed teachers, respectively). Teachers with 1 to 10 years of pedagogic service constitute the highest percentage of teachers ready for innovations.

Table 2 shows the results of the research study on teachers' motivational readiness for innovative activities according to the length of their pedagogic service.

Table 2

Test subjects divided into groups according
to the length of their pedagogic service (%)

--	--	--	--

Length of pedagogic service	Levels of teachers' motivational readiness for innovative activities (%)		
	Low	Average	High
Over 20 years	5.88	88.24	5.88
10 to 20 years	20.00	76.00	4.00
5 to 10 years	25.00	50.00	25.00
1 to 5 years	18.18	63.64	18.18
Less than 1 year	33.33	33.33	33.33

The results shown in Table 2 suggest that teachers with 1 to 10 years of pedagogic service are the most ready to implement innovations.

The results obtained from the research on teachers' creative analysis according to Petrushin's 'What is your creative potential?' checklist showed that most teachers had an average level of creative potential (61.7% of the total number of the respondents), 36.7% and 1.% had high and low levels, respectively.

The results of the analysis carried out to determine teachers' readiness for self-development according to Fetiskin's 'Teachers' Readiness for Self-Development' show that most teachers want to know themselves and are ready for self-perfection; 13% of teachers can perfect themselves but are not willing to know themselves; 10% are persuaded that they will not be able to change themselves; another 10% will not change anything in their lives.

Table 3 shows Spearman's rank correlation coefficients for each pair.

Table 3
Calculations of Spearman's rank correlation coefficients

Teacher's readiness for innovative activities Parameters	Correlation coefficient
Creative potential	0,924*
Professional characteristics	0,938*

Note: * - relationship is reliable, if $p < 0,05$

The calculations of Spearman's correlation coefficient revealed direct relationship between teachers' readiness for innovative activities, their creative potential and professional characteristics.

Table 4 shows the calculations of Pearson's correlation coefficient typifying the relationship between the teacher's readiness for innovative activities and his or her readiness for self-perfection.

Table 4
Calculations of Pearson's correlation coefficient

	Teacher's readiness for innovative activities

Criterion	Readiness for self-knowledge	Readiness for self-perfection
Pearson's criterion	0.95*	0.94*

Note: * - relationship is reliable, if $p < 0,05$

The values of Pearson's correlation coefficient by the examined criteria are reliable. Consequently, the relationship between the self-knowledge and self-perfection scales is strong and direct.

4. Conclusion

The study showed that young teachers (aged 22 to 30) and teachers over 51 years old constitute the highest percentage of teachers ready for innovative activities (50% and 28.58% of the total number of the surveyed teachers, respectively), as well as the teachers with little (1 to 10 years) pedagogic service.

The results obtained from the research on teachers' creative potential according to Petrushin's 'What is your creative potential?' checklist showed that most teachers (98.3%) had sufficient creative potential to be engaged in innovative activities. The results from Fetiskin's 'Teachers' Readiness for Self-Perfection' demonstrated that most teachers wanted to know themselves and were ready to work on their self-perfection (67%). Spearman's correlation coefficient pointed to the direct relationship between teachers' creative potential and professional characteristics. Pearson's correlation coefficient indicated that there was direct and strong relationship between the "self-knowledge" and "readiness for self-perfection" scales.

References

- Bogdanova, L. G. (2015). Diagnostika effektivnosti nauchno-metodicheskogo obespecheniya formirovaniya gotovnosti pedagogicheskogo kollektiva k realizatsii FGOS SPO [Diagnostics of the Efficiency of the Methodological Support of Teaching Staff to Implement the State Educational Standards]. *Vestnik Chuvashskogo gosudarstvennogo pedagogicheskogo universiteta im. I. Y. Yakovleva*, 3, 79-85
- Bogomolova, E.A. and Spizhenkova, M. A. (2015). *Inkluziya: problemnoye pole v soznanii i myshlenii uchiteley* [Inclusion: Areas of Concern of Teachers' Mind and Thinking] V knige: Razvitiye professionalnogo myshleniya: issledovatel'skiye podkhody i obrazovatelniye tekhnologii. Kollektivnaya monografiya pod redaktsiyey E. I. Gorbachovoy. Kaluga, pp. 166-194.
- Brilliantova, O. O. and Masliyeva, S. N. (2016). Razvitiye gotovnosti obrazovatelnoy sredy k rabote s detmi s OVZ [Developing Teachers' Readiness for Work with Children with Special Needs]. *Innovatsionnaya nauka*, 5-3 (17), 117-120.
- Bulatova, O. V. (2014). Podgotovka studentov k realizatsii inkluzivnogo protsessa v obshchem obrazovanii [Teacher Training for Implementation of the Inclusive Process in General Education]. *Vestnik ugrovedeniya*, 3 (18), 98-101.
- Dolgova V.I., Kutepova N.G., Kapitanets E.G., Kryzhanovskaya N.V. and Melnik E.V. (2017). The study of motivational readiness of teachers to implement inclusive education of children with disabilities. *Espacios*, 38 (40), 9.
- Dolgova, V.I., Belousova, N.A., Mamylna, N.V., Vorozheykina, A.V. and Bogachev, A.N. (2017). Impact of physical activity of correctional orientation in the form of combined fitness and swimming on the psychophysiological state of 40-45-year-old women. *Journal of Physical Education and Sport*, 17(2), 905-909.
- Dolgova, V.I., Kryzhanovskaya, N.V., Popova, E.V., Tul'kibaeva, N.N. and Shayakhmetova, V.K.

- (2016). A study of the emotional **burnout syndrome in workers** of industrial establishment. *International Journal of Applied Business and Economic Research*, 14(15), 11153–11160.
- Dolgova, V.I., Rokitskaya, J.A., Kondrateva, O.A., Arkaeva, N.I. and Kryzhanovskaya, N.V. (2017). The interactions of individual religiosity and axiological orientations of students. *European Journal of Science and Theology*, 13(4), 47-53.
- Emelyanova I.E., Dolgova V.I., Pikuleva L.K., Kiriyyenko S.D. and Emelyanova L.A. (2017). The problems of functioning of the basic department of humanitarian pedagogic university. *Man In India*, 97 (07), 61–69.
- Filinkova, E. B. (2015). Motivatsionnye osnovaniya psikhologicheskoy gotovnosti uchiteley k upravlencheskoy deytelnosti [Motivational Grounds for Teachers' Psychological Readiness for Management Activities]. *Psikhologiya i pedagogika: metodika i problemy prakticheskogo primeneniya*, 43, 69-74.
- Frantseva, E. N. (2016). *Sotsialno-psikhologicheskiye usloviya formirovaniya psikhologicheskoy gotovnosti pedagogov OU k innovatsionnoy deyatelnosti* [Social and Psychological Conditions for Shaping Teaching Psychological Readiness]. V sbornike: Psikhologicheskoye soprovozhdeniye obrazovaniya: teoriya i praktika. Sbornik statey po materialam VI Mezhdunarodnoy nauchno-prakticheskoy konferentsii, pp. 449-453.
- Gavrilova, O. G. (2016). Teoreticheskiye aspekty izucheniya psikhologicheskoy gotovnosti pedagogov k innovatsionnoy deyatelnosti [Theoretical Aspects to the Study of Teachers' Psychological Readiness for Innovative Activities]. *Sovremennye tendentsii razvitiya nauki i tekhnologiy*, 5-8, 42-44.
- Kazarenkov, V. I. and Kazarenkova, T. B. (2016). Tvorchestvo pedagoga v polikulturnom obrazovatelnom prostranstve [Teachers' Creativity in the Multicultural Educational Space]. *Psikhologiya obrazovaniya v polikulturnom prostranstve*, 33, 60-66.
- Kryukova, E. M. (2016). Issledovaniye psikhologicheskoy gotovnosti pedagogov v kontekste realizatsii v obrazovatelnom uchrezhdenii innovatsionnoy deyatelnosti [Research on Teachers' Psychological Readiness in Implementing Innovative Activities in Educational Institutions]. *Munitsipalnoye obrazovaniye: innovatsii i eksperiment*, 1, 25-29.
- Kuznetsova, N. B. (2016). Soderzhaniye professionalnoy kompetentnosti pedagoga, rabotayushchego s detmi s ogranichennymi vozmozhnostyami zdorovya [Professional Competence Content of Teachers Working with Children with Special Needs]. *Vestnik Tomskogo gosudarstvennogo pedagogicheskogo universiteta*, 5 (170), 55-59.
- Levin, I. L. (2014). Mekhanizm tvorcheskoy samorealizatsii lichnosti v kontekste kreativnoy paradigm obrazovaniya [Mechanism for Individuals' Creative Self-Fulfillment in the Context of Creative Education Paradigms]. *Internet-zhurnal Naukovedeniye*, 4 (23), 113.
- Lezhneva, N. V. (2016). Gotovnost k innovatsionnoy deyatelnosti kak vazhnoye usloviye professionalnogo samorazvitiya [Readiness for Innovative Activities as a Major Condition for Professional Self-Development]. *Sovremennye tendentsii razvitiya nauki i tekhnologiy*, 7-6, 76-79.
- Malyarchuk, N. N. and Volosnikova, L. M. (2015). Gotovnost pedagogov k rabote v usloviyakh inkluzivnogo obrazovaniya [Teachers' Readiness to Work in Inclusive Education]. *Vestnik Tumenskogo gosudarstvennogo universiteta. Gumanitarniye issledovaniya. Humanitates*, 4 (4), 251-267.
- Mikheyeva, E. V., Vasilyuk, O. P. and Taras, T. I. (2016). Innovatsionnaya deyatelnost v DOU: gotovnost pedagogov k yeyo realizatsii [Innovative Activities in Pre-school Educational Institutions: Teachers' Readiness to Implement Them]. *Novaya nauka: Ot idei k rezultatu*, 2-2(66), 99-102.
- Mironova, E. S. and Neprokina, I. V. (2016). Usloviya formirovaniya gotovnosti pedagoga k innovatsionnoy deyatelnosti [Conditions for Shaping Teachers' Readiness for Innovative

Activities]. *Nauka i obrazovaniye: novoye vremya*, 2(13), 960-962.

Novikova, G. P. (2016). *Gotovnost pedagoga k innovatsionnoy deyatelnosti* [Teachers' Readiness for Innovative Activities]. V sbornike: Nauchno-metodicheskiye podkhody k formirovaniyu obrazovatelnykh program podgotovki kadrov v sovremennykh usloviyakh. Sbornik statey III Regionalnoy mezhvuzovskoy nauchno-prakticheskoy konferentsii, pp. 21-25.

Ponomaryova, T. I. (2016). Problema sokhraneniya zdorovya pedagogov v usloviyakh sovremennoy obrazovatelnoy sredy. [Teachers' Remaining Healthy in Modern Schools]. *Innovatsii v nauke*, 54, 127-133.

Ramazanova, E. A. (2016). Gotovnost k innovatsionnoy deyatelnosti kak priznak professionalnoy kompetentsii sovremennogo pedagoga [Readiness for Innovative Activities as the Professional Competence of the Modern Teacher]. *Problemy sovremennogo pedagogicheskogo obrazovaniya*, 53-1, 222-228.

Selivanova, O. G. (2014). Gotovnost pedagoga k rabote s detmi s OVZ v kontekste professionalnogo standarta [Teachers' Readiness to Work with Children with Special Needs in Line with Professional Standard]. *Nauchno-metodicheskiy elektronnyi zhurnal Kontsept*, 20, 36-40.

Sergeyeva, T. I. (2016). K voprosu o razvitiy gotovnosti pedagoga k innovatsionnoy deyatelnosti [On Developing Teachers' Readiness for Innovative Activities]. *Nauchno-metodicheskiy elektronnyi zhurnal Kontsept*, 43, 209-210.

Sinyavskaya, A. A. (2015). Ponyatiye 'Gotovnost k rabote v usloviyakh inkluzivnogo obrazovaniya' v sovremennykh psikhologo-pedagogicheskikh issledovaniyakh [The Notion of Readiness for Work in Inclusive Education in Modern Psychological and Pedagogical Studies]. *Vestnik Gumanitarnogo instituta TGU*, 2 (18), 28-31.

Slepko. Y. N. (2015). Rol intellektualnykh sposobnostey uchitelya v uspekhnosti pedagogicheskoy deyatelnosti [The Role of Teachers' Intellectual Abilities for Success in Teaching]. *Novyi universitet. Seriya: Aktualnye problem gumanitarnykh i obshchestvennykh nauk*, 4(49), 51-57.

Starodubtseva, G. A. (2016). Problema psikhologicheskoy gotovnosti pedagoga k innovatsionnoy deyatelnosti i puti yeyo resheniya [Issues in Teachers' Psychological Readiness for Innovative Activities and Ways to Tackle Them]. *Pedagogicheskii imidzh*, 2(31), 125-132.

Stepanov, V. V. (2010). Psikhologicheskoye soprovozhdeniye kak faktor stanovleniya i razvitiya motivatsionnoy gotovnosti pedagogov k innovatsionnoy deyatelnosti [Psychological Support in the Making and Development of Teachers' Motivational Readiness for Innovative Activities]. *Vestnik Tverskogo gosudarstvennogo universiteta. Seriya: Pedagogika i psikhologiya*, 11, 168-172.

1. South Ural State Humanitarian Pedagogic University, Russia, 454080, Chelyabinsk, Lenin Avenue, 69. E-mail: 23a12@list.ru

2. South Ural State Humanitarian Pedagogic University, Russia, 454080, Chelyabinsk, Lenin Avenue, 69.

3. South Ural State Humanitarian Pedagogic University, Russia, 454080, Chelyabinsk, Lenin Avenue, 69.

4. South Ural State Humanitarian Pedagogic University, Russia, 454080, Chelyabinsk, Lenin Avenue, 69.

5. South Ural State Humanitarian Pedagogic University, Russia, 454080, Chelyabinsk, Lenin Avenue, 69.

Revista ESPACIOS. ISSN 0798 1015
Vol. 39 (Nº 05) Year 2018

[Índice]

[In case you find any errors on this site, please send e-mail to webmaster]