



THE PSYCHOLOGICAL CHARACTERISTICS OF TRAINING TEACHERS OF EDUCATIONAL INSTITUTIONS FOR INNOVATIVE SERVICE

Biysekova Sarbinaz Tolebaevna

Assistant-teacher of the department "Pedagogy and foreign languages",
Nukus Innovation Institute
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ABSTRACT

This article discusses the importance of psychological characteristics in training teachers for innovative service in educational organizations. It highlights five key characteristics: motivation, flexibility of thinking, confidence, self-motivation, and collaboration. Understanding and considering these psychological characteristics can help educational organizations effectively train teachers for innovative service and increase the success of implementing innovations in educational practice.

In today's rapidly evolving world, educational organizations are faced with the challenge of preparing students for an uncertain future. To meet this challenge, it is crucial for teachers to possess certain psychological characteristics that enable them to provide innovative service and foster a dynamic learning environment. This article will summarize the key psychological characteristics required for training teachers in educational organizations for innovative service [4, 3-14].

The psychological characteristics of teachers in educational organizations are crucial for providing innovative service and fostering a dynamic learning environment. These characteristics play a vital role in preparing students for an uncertain future and ensuring their success. Here are some reasons why these psychological characteristics are important:

Firstly, motivation plays a vital role in the success of any teacher. Teachers who are motivated are more likely to go the extra mile to create engaging and impactful learning experiences for their students. They are driven by a genuine passion for education and constantly seek ways to improve their teaching methods. A motivated teacher is not only dedicated to their own professional growth but also inspires students to develop a love for learning.

Flexibility of thinking is another crucial psychological characteristic that training teachers must possess. In an ever-changing educational landscape, teachers need to adapt their teaching strategies to cater to different learning styles and needs. They should be open to new ideas, willing to experiment with innovative approaches, and capable of adjusting their plans based on student feedback. Flexibility of thinking allows teachers to embrace change and continuously evolve their teaching practices [5, 26-33].



Confidence is essential for teachers to effectively deliver innovative service. Teachers who exude confidence inspire trust and respect from both students and colleagues. They are not afraid to take risks, challenge traditional norms, and think outside the box. Confident teachers are more likely to create an atmosphere where students feel comfortable expressing their ideas and exploring new concepts.

Self-motivation is closely tied to a teacher's ability to provide innovative service. Teachers who possess self-motivation take initiative in their professional development, seek out new learning opportunities, and stay updated with the latest educational trends. They are proactive in finding creative solutions to challenges and are not solely reliant on external motivation or guidance.

Collaboration is a psychological characteristic that fosters innovation in educational organizations. Teachers who value collaboration actively seek opportunities to work with their peers, exchange ideas, and learn from each other's experiences. By collaborating, teachers can pool their expertise and resources to develop innovative teaching methods that benefit all students [1, 48-51].

Lastly, training teachers in educational organizations for innovative service requires a focus on fostering an innovative mindset. Teachers must be encouraged to think critically, solve problems creatively, and constantly seek ways to improve their practice. This mindset encourages teachers to question existing practices, challenge traditional boundaries, and explore new approaches to enhance student learning.

Strategies of training teachers of educational organizations for innovative service:

1. Incorporate motivational strategies: Teacher training programs should focus on techniques to enhance motivation, such as goal-setting, self-reflection, and fostering a sense of purpose in teaching. Providing opportunities for teachers to share their success stories and learn from each other's experiences can also boost motivation.

2. Promote flexibility and adaptability: Training programs should emphasize the importance of adapting teaching strategies to meet the diverse needs of students. Teachers can be encouraged to explore different instructional methods, attend workshops or conferences on innovative teaching practices, and engage in reflective practices to assess the effectiveness of their approaches.

3. Build confidence through practice: Teacher training programs should provide ample opportunities for teachers to practice new skills and receive feedback. Role-playing, simulations, and peer observations can help teachers build confidence in implementing innovative teaching methods. Encouraging teachers to share their successes and challenges in a supportive environment can also boost confidence.

4. Foster a culture of self-motivation: Teacher training programs should emphasize the importance of continuous learning and self-improvement. Encouraging teachers to set personal goals, engage in professional development activities, and pursue advanced degrees or certifications can foster a culture of self-motivation.

5. Promote collaboration and teamwork: Teacher training programs should include collaborative activities that encourage teachers to work together, share ideas, and learn from each other's expertise. Group projects, team-building exercises, and collaborative lesson planning can promote a collaborative mindset among teachers.



6. Cultivate an innovative mindset: Teacher training programs should emphasize the importance of critical thinking, problem-solving, and creativity in teaching. Encouraging teachers to question existing practices, explore new approaches, and engage in reflective practices can foster an innovative mindset.

By incorporating these strategies into teacher training programs, educational organizations can ensure that teachers develop the necessary psychological characteristics to provide innovative service and create dynamic learning environments.

The role of training teachers of educational organizations for innovative service is crucial in fostering a culture of innovation and preparing educators to effectively meet the evolving needs of students and the education system. Here are some key aspects of this role:

1. Providing knowledge and skills: Training programs should equip teachers with the knowledge and skills necessary to understand and implement innovative teaching methods, technologies, and pedagogical approaches. This may include training on project-based learning, flipped classrooms, personalized learning, use of educational technology tools, and other innovative practices.

2. Promoting creativity and critical thinking: Teachers should be encouraged to think creatively and critically about their teaching practices and explore new ways to engage students and enhance learning outcomes. Training programs can provide strategies for fostering creativity in the classroom, developing problem-solving skills, and encouraging innovation in lesson planning and delivery.

3. Encouraging collaboration and sharing: Training should emphasize the importance of collaboration among teachers within an educational organization. Educators should be encouraged to share their innovative ideas, experiences, and best practices with their colleagues, fostering a culture of continuous learning and improvement.

4. Supporting risk-taking and experimentation: Innovative service often involves taking risks and trying new approaches. Training programs should create a supportive environment where teachers feel comfortable taking risks, experimenting with new teaching methods, and learning from both successes and failures.

5. Incorporating ongoing professional development: Training should not be a one-time event but rather an ongoing process. Educational organizations should provide opportunities for continuous professional development, such as workshops, conferences, online courses, and mentoring programs, to keep teachers updated on the latest trends and research in education innovation.

6. Evaluating and assessing impact: It is essential to evaluate the impact of training programs on teachers' ability to implement innovative practices effectively. Educational organizations should establish mechanisms to assess the effectiveness of training initiatives, collect feedback from teachers, and make necessary improvements based on the results [3, 16-21].

As can be seen, training teachers for innovative service plays a vital role in equipping educators with the necessary knowledge, skills, and mindset to embrace innovation in education. It helps create a dynamic and student-centered learning environment that prepares students for the challenges of the 21st century.



In conclusion, training teachers in educational organizations for innovative service requires the cultivation of certain psychological characteristics. Motivation, flexibility of thinking, confidence, self-motivation, collaboration, and an innovative mindset are all essential traits that enable teachers to provide innovative service and create a dynamic learning environment. By equipping teachers with these characteristics, educational organizations can ensure that they are prepared to meet the evolving needs of students and prepare them for success in the future.

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