

DEVELOPMENT OF UNIVERSITY TEACHER'S INNOVATIVE CULTURE

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Abstract

Purpose: The aim of research is to analyze the development of university teacher's innovative culture.

Methodology: This is an analytical-descriptive research that obtained data from questionnaires and interviews. Content analysis and model structure have been used to analyze the data.

Main Findings: Results showed that the formed teacher's innovative space brings a future specialist to the understanding that the quality of life depends on the laborious work on one's own spirituality, morality and worldview. The future specialist gets experience of professional activity on the basis of universal humane values, which is the main result of the modeled innovative culture in the pedagogical space.

Applications: This research can be used by teachers, the education system and graduate students.

Novelty/Originality: For the first time, modelling the innovation process of teachers has been studied.

Keywords: *Humanitarian Subjects, Innovative, Culture, Pedagogical Environment, Moral Values.*

INTRODUCTION

Improving the quality of public well-being largely depends on the level of the existing innovative culture in the educational space. The mechanism of target training made it possible to attract and retain young specialists. In the past 3 years, target training in specialist's degree programs has increased by 6.8%, and at the postgraduate level by 13.4%. At the same time, it is necessary to emphasize the increase of target training effectiveness to almost 90%. The educational system needs teachers to be capable of implementing innovative changes in the educational process, which requires a fundamentally new technological support for innovation activity and involves mastering the relevant norms of innovative behavior by the teachers. Models, forms, types and ways of disseminating innovative pedagogical practices can be considered as one of the most important resources of the education system modernization in general and in terms of innovative culture formation among teachers in the educational space of a professional educational organization in particular ([Abdulatipova & Tsakhaeva, 2017](#); [Akopyan & Hovhannisyan, 2017](#); [Irvani et al., 2015](#); [Salimi et al., 2019](#); [Javad et al., 2019](#); [Al-Hussaini, 2019](#)).

With the advent of knowledge and technology and the widespread flow of information, our community today needs to develop people who can face and solve problems in an innovative way. Hence, the need for education for enhancing creativity, and for the creation of new ideas for a flourishing society is important. Universities, being one of the most important and widely spread social organizations, play a very important role in the process of socialization of the society. Innovation in university is the key for improving the performance of any educational organization. Therefore, the current study on the development of innovative culture in universities is of particular importance.

LITERATURE REVIEW

Since creativity and innovation are the main components for the growth and prosperity of the society as well as of the people in the society, the materials around it must be properly identified and applied; thereby, leading to the production of science, enhancement of the quality of services, the thriving growth and the continuous expansion of talent. The hope and attention of every society lies on its younger generation who are being educated for further development and

prosperity. In fact, the greatest expectation in the subject of creativity and innovation among young people is that the culture of creativity and their belief in this subject should be shaped so that the movement of creativity continues ([Abdulatipova & Tsakhaeva, 2017](#)).

Creativity and innovation do not mean disturbing the basic axioms, intellectual beliefs, past scientific advances, and the like, but is an all-encompassing scientific study of backwardness, flaws, bugs, and weaknesses without hatred. Therefore, it is necessary to adopt a positive and constructive orientation in the path of evolution; material and spiritual growth for happiness and human perfection; and wise use of material resources with an innovative approach for achieving universal growth and prosperity. Hence, the community managers and all the practitioners of education, culture and knowledge should correctly design and implement this important truth in all political, social, cultural, economic, security, educational research and so on so that the product creativity can be comprehensively understood and touched ([Akopyan & Hovhannisyan, 2017](#)).

The field of education, due to its importance, role and influence, can be considered from various angles. It comprises of a range of young and upcoming population groups, ranging from kindergartens to college degrees. In terms of complexity, it involves numerous processes and components of the educational system that are effective in educating each other and contributing to the formation, development and dynamism of education. In terms of material and spiritual aspects, it is possible to consider the various economic, cultural, political, social, security, artistic and similar issues. Therefore, creativity in the field of education is a comprehensive, wide-ranging, and influential topic that if properly identified and managed, can play a significant role in all the aspects of education that takes on the components of the educational system. Creativity and innovation in the education system will be fruitful to all its pillars when developed in the form of continuous culture and movement and dynamism. The Creative Education System is a system which emphasizes on the importance of creativity and knowledge for managers at different levels, teachers and educators, learners, educational staff, and all who directly and indirectly influence the present times. In such a situation, creativity and innovation are continuously happening along all the dimensions of the education system and can provide sources for the production of science and services, flourishing of talents, and the development of material and spiritual ([Irvani et al., 2015](#)).

Teachers must have the opportunity to be creative in teaching. This goal involves having a commitment to work within the scope of creativity. Teaching should offer a lot of opportunities for the teachers in this regard and teachers must always be a model for the students. A teacher needs to be aware of everything and accept the feelings and engagement of others. New information and communication should be discussed. In order to advance their level of education and training, they must be assisted. All the individuals must seek to resolve the issues. Teachers should learn to look at something that is important to them and see it as a whole. They must be able to differentiate between facts and what they see; thereby, identify the problems that need to be solved. Teachers must learn, process, and measure. While this measurement can be done by others, we must accept the supremacy of some students. A good teacher should not leave room for identifying mistakes in their teaching of the main subject. In the event of a mistake, it should be explicit and logical. The teacher should be responsible for all the questions. In some cases, the lack of mind to answer the questions is normal. The best teachers are those who are ready to say "I do not know" when necessary. The teachers should be honest as it happens when you will have to admit "I do not know." At the same time, student's correct guidance for referring to the informed person, the encyclopedia and other books seems necessary. At the end of the course, the teachers should not hesitate to criticize new students' ideas and judgments, so that students can easily read other's ideas and opinions. It is anxiety and disrespect for unpredictable students to do away with their tacit abilities (Salimi et al., 2019).

RESEARCH METHODS

This is an analytical-descriptive research that collected data using questionnaires and interviews. Content analysis and model structure have been used to analyze the collected data.

RESEARCH RESULTS

The teacher's innovative culture, first of all, is oriented towards the formation of the innovative culture of the future specialist. Nowadays, a specialist is to be receptive to the innovative methods of training being introduced, capable of combining algorithmic activity with creative search, and assess the psychological orientation and the level of certain techniques. Thus, increasing the innovative culture of the university teaching staff and engaging them in innovative activities is a didactic condition for improving future specialists' training ([Borisova et al., 2018](#); [Vajravelu, 2018](#); [Yazdekhosti et al., 2015](#)).

The sociological dictionary defines innovative culture as “a historically established, stable system of norms, rules and methods for the implementation of innovations in various spheres of society, characteristic of a given sociocultural community” (Gaivoronskiy, 2017; Daudova et al., 2016; Zakharchenko, 2016; Zulaeva et al., 2018; Jaramillo, 2018; Neshat et al., 2018).

Analysis of the concept and structure of teacher’s innovation culture allowed achieving the expected results (levels of competency) of the emerging innovation culture in the pedagogical space (see Table 1).

Table 1: Structure and Characteristic of the Teacher’s Innovation Culture

Components of the teacher’s innovative culture	Content dimension of the component	Expected results (levels of competence) of a teacher and a future specialist in the process of the innovative culture formation
Axiological	renewal of professionally significant knowledge, ideas, and convictions of the teacher (or the future specialist)	Readiness to use the content of self-education in professional space on three main levels: socio-pedagogical (taking into account current requirements of the society), professional group (taking into account the university’s development programme) and individual-personal (taking into account the value changes of a teacher)
Innovative-technological	renewal of the methods of innovative and pedagogical activity	Readiness to decide: - analytical-reflexive - tasks related to understanding the pedagogical process, its elements in their innovation activity; - structural-prognostic - tasks of the innovative pedagogical process and forecasting its results; - organizational-activity tasks of direct implementation of innovation and creation of optimal conditions for its implementation; - evaluative-informational tasks of collecting, processing and storing the information necessary for the implementation of pedagogical innovations as well as the objective assessment of the process and results of innovation activities.
Cooperative activity-related	formation of a teacher’s (or future specialist’s) culture of cooperation in joint innovation activities	Readiness: - to realistically assess their capabilities and distribute their forces when working in a group; - to take responsibility for the results of group innovation activity; - to develop pedagogical conflictological culture.
Communicative	formation of a teacher’s (or future specialist’s) culture of participation in information exchange	Readiness: - to master new information technologies; - to objectively evaluate the incoming information; - to systematize information upon criteria of relevance, reliability and effectiveness; - to compare and analyze data from different sources; - to build and implement interpersonal communications.
Personal-creative	formation of the culture of pedagogical innovations interpretation in the individual pedagogical activity of the teacher	Readiness: - to adapt the borrowed innovative experience to the conditions of a particular college, to the characteristics of students; - to see the prospects of innovative ideas in specific conditions of their implementation; - to objectively evaluate their ability to introduce a pedagogical innovation; - to improve their qualifications in accordance with new requirements; - to integrate traditional and innovative experiences, and avoid “shock” updates.

The set of questions proposed further can help the teachers of social and humanitarian disciplines to choose an individual development pathway of innovation culture in the pedagogical space: 1) What components form the teacher’s innovative culture as a whole? 2) What are their functions? 3) Does the content of my professional culture correspond to the content

of the model of innovative culture developed by the researchers? 4) Which direction will I choose to innovate my professional pedagogical culture? 5) What is the essence of the innovative changes that I introduced into my pedagogical space? 6) What literature (not necessarily professional) influenced the rethinking of my pedagogical positions?

DISCUSSION

Students in the educational space of the teachers of social-humanitarian disciplines were involved in the actions that encourage the development of moral values. In order to support the formation of moral values, the conditions for the manifestation of feelings and experiences in the group (the analysis of historical events in History; training sensitivity in Psychology) were created. The staff experience of International Regional Centre for Stress Prevention under the Guidance of K. V. Sudakov in the formation of psychological competence of future specialists proved to be of great interest for us. Such methods as rationalization, detailed visualization and retrospection were tested in innovative technologies ([Kryazheva & Vinogradskaya, 2017](#)).

Modeling the innovation process has been based on the following principles: preservation and strengthening of the best traditions of Russian pedagogy when forming the specialist's spirituality and morality; safe implementation of innovations in the pedagogical space; and development of a high level of innovative, and methodical culture among the teachers/ innovators.

The innovative experience used the potential of 3 disciplines - History, Psychology, and Culturology.

Table 2 presents a synthesis of traditions and innovations, tested by the authors at I. M. Sechenov First Moscow State Medical University ([Ilkevich & Medvedkova, 2017](#); [Solopanova & Tselkovnikov, 2016](#)).

Table 2: Scientific foundations of the teacher's innovative culture formation in the educational space

Preservation and strengthening of the best positions of Russian pedagogy	Discipline	Innovations implementation
The use of the original method for identifying and developing leaders in the group on the basis of A. S. Zaluzhny's ideas (repressed in the 1930s).	Psychology	Adapted version of T. V. Bendas (Doctor of Psychological Sciences).
Bibliographical method. Reference to biographies of well-known personalities.	History, Psychology	The genogram method in the study of Ivan, the Terrible personality.
S. N. Shatsky's idea (the 30s of the 20th century) about the method of projects (in 1935, the method was condemned and rejected in the resolution of the Central Committee of the All-Union Communist Party of the Bolsheviks (B)).	Culturology, History, Psychology	Projects presentations using multimedia tools.
K. D. Ushinsky's local lore approach to teaching and education	Culturology, History	Electronic version of the museum. Lecture in the regional local history museum.
Anthropological approach to pedagogy (the idea of Vladimir Mikhailovich Bekhterev (1857 - 1927) and his associates).	Psychology	Adaptation of methods of negative stresses prevention (proposed by the researchers of International Regional Centre for Stress Prevention under the Guidance of K. V. Sudakov) for the students to teach their patients: the method of visualization, selective retrospection, rationalization, etc.

The safe implementation of innovations is aimed at preserving and strengthening students' psychological health as well as the formation of their value-based attitude to health and, in the future, the transfer of this experience to their patients ([Tsahaeva et al., 2017](#); [Taova, 2017](#)).

The modelling of innovation culture results in the implementation of professional activities by graduates on the basis of common humane values (tolerance as the basis for stability of life, empathy, co-operation, understanding and a desire to understand, etc.).

In this case, it is a postponed and, in many ways, too subjective result to determine its effectiveness. The following indicators have been chosen as the objective characteristics: level of cognitive attitudes toward learning; level of competence of students in the field of safeguarding and improving their psychological health; level of students' innovative culture; and the level of the teacher's innovative culture ([Gadzaov & Dzerzhinskaya, 2018](#); [Yazovskikh, 2018](#); [Golub et al., 2017](#); [Trifonova, 2017](#)).

CONCLUSION

The formed teacher's innovative space brings the future specialist to the understanding that the quality of life depends on the laborious work on one's own spirituality, morality and worldview. The future specialist gets experience of professional activity on the basis of universal humane values, which is the main result of the modeled innovative culture in pedagogical space.

Modern transformation of education should be directed primarily at improving the quality of graduate training. The implementation of such principles should create an effective sustainable system of educational continuum. At the same time, the goal of education is not only the quality of specialist's training, but, most importantly, the quality of people's life.

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