

## MODEL OF DEVELOPMENT OF THE TEACHERS' INNOVATIVE ACTIVITY IN THE PROCESS OF SCHOOL METHODOLOGY ORGANIZATION

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The article describes the characteristic features of the traditional curriculum and innovation as content of teachers' work at school methodology.

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The real changes in the socio-economic structure of Kazakhstan Republic occur at school, which must be changed to meet the demands of society and the state. In the process of renewal of education it have to create a new type of school, that is the school of future, or the school that will operate in the new millennium. Creation of the school of future is important for leaders and teachers' staff. It helps to solve creative tasks, the solution of which depends on innovation, research work that is able to change the structure, status and purposes of the school.

This type of school solves difficult but doable tasks to realize, and puts all efforts to develop new curricula, programs, practices, contributing to the improvement of the educational process. It can be applied for psycho-pedagogical system, because in its potential it has scientists and educators, trainers, educational programs of school development, basic curriculum, and educational standards. There is a very significant and serious practical experience in secondary school. A theoretical development, which deals with the theory and practice of methodical work of school methodic work, provides guidance for the effective renewal of the education system in situation when rights and responsibility for the outcomes of training, education and development of students are extended.

However, in many researching there isn't enough attention is paid to the most important links in the comprehensive school, that is to the structure, content and forms of methodical work.

Renovations occurring in various fields, including education, affect on methodological work. There is a need of their transition to a qualitatively new level, which meets the new requirements of educational institutions and education authorities. The main purpose of methodical work at the present stage is directly connected with the creation of psycho-pedagogical conditions for the formation and professional growth of psycho-pedagogical workers by identifying their individual characteristics.

Methodical work aimed on development of teachers' professionalism, has positive effect on

the concrete results of the educational process. In this regard, one of the priorities of the methodical work is the management of education quality through the creation of an improving system of students' level of learning. Most changeable is the content of the methodical work, because it includes the theory and teaching methods of the subject, and also it covers the entire range of functional responsibilities of teachers. It requires from them the ability to influence on the development of the pupil's personality, ability to communicate with students' parents, to broaden their education, to know the specifics of each student.

In searching for new forms and methods of increasing of the psychological and pedagogical skill, the constant use of the rich teaching experience in the education system plays a very important role. New organizational forms in development of teachers' professional growth need further study, at the same time their content is closely related to the time needs and interests of the teachers. Successful implementation of the content of the school methodical work contributes to the development of the teacher's professional growth, which has been successfully carried out, provided purposeful management at all levels of training systems and institutions of psycho-pedagogical and methodical service in Kazakhstan Republic schools.

Educational institutions have to provide meaningful and methodical management, to develop a common strategy for the development of psycho-pedagogical creativity of the teacher. The main content of formation of the teachers' innovation activities in the aspect of the organization of the school methodical work is currently represented by traditional and innovative directions. Traditional directions are the questions of improving of the educational and training process. But the innovative ones, which in recent years are reframed (we say technology instead of the methods and techniques) or acquired more importance because of changed social, educational, economic and other conditions.

In order to identify characteristics of teachers' innovative activity in modern conditions, we have identified the characteristics of a traditional educational content and the content of the teachers' innovation activity formation in the process of organization of school methodical work.

At the same time, socio-economic changes taking place in modern society, quite clearly highlighted the crisis of the traditional model of education, ensuring the social need in specialization and functionalization of a man. It should be noted that such orientation of education led to the following negative consequences: violation of the integrity of the human person; averaging and impersonal education, violation of the integrity of the educational process, the prevailing attitude towards the student as an object of teaching impacts; absolutization of the subject-object relationship; weak degree of awareness of teachers and students of educational sense, the restriction of personal and professional growth of teachers, weak demand in thinking and creative educators.

The traditional approach is education oriented on social reality that requires a given amount of knowledge, skills and experience. This education is carried out in the framework of educational and disciplinary model with its strict regulation of the learning process in a rigid curriculum, schedule, programs and manuals, with the same attitude to a student.

The functional approach to the organization of students' activities with no their interests, aptitudes and abilities is mainly dominated in traditional education system. The actions of the teacher are focused on students' mastering their knowledge and skills, but not their individual personal development. In this system, the main criterion of education is formation of a man ready to act in standard situations.

So in the current practice of education it is shown the inadequacy of the principles of traditional education system and demands of modern society to the development of the individual and its cognitive abilities. The real need of practice is such system of education, which is built with taking into account the child's recognizing of its uniqueness, inner freedom, activity, creativity; construction of educational process by integrity of the child's individuality; orientation to the student's individual self-realization, his self-transformation and self-assertion.

In our research, as far as possible, we carried out the comparative analysis of the traditional system of education and the content of forming of the teachers' innovation activities in the process of organization of methodical work at school on the basis of an innovative approach.

In filling of our model the systems of institutions such as educational governments and methodical service agencies, and official staff members of different levels such as education organizers, methodologists, and teachers, are involved.

The model being implemented in secondary schools is a system of interrelated organizational forms and organization which includes historically established experience and research materials. It is confirmed by constantly forming practice of methodical work on the development of professional skills of teachers.

This model is in constant dynamics of its development in dependence of the changes happen in the content of school education, socio-economic conditions, socio-cultural processes, the educational level of working teachers. This model has the next features:

Firstly, the systemic-functional approach leads methodologists and teachers on the objective structure of innovative activity in teaching, synthesis and application of progressive pedagogical experience. In this organization, each component of a system has its own role which provides the interconnection and interdependence between them.

Secondly, the structural-functional model is the basis for the development of the system of teachers' innovation activities that connects the various components.

Thirdly, the quality of these activities should be focused in accordance with professional development of teachers in the interrelated areas.

The conceptual difference between the traditional and the modern model of education leads to a substantial change in the psychopedagogical activity of the teacher.

Thus, we can see the current educational paradigm is oriented on the end result, which is the formation of self-developing, self-regulating, creative personality with its varied knowledge and interest expressions that is able to make responsible decisions in different situations, and is prepared to find their place in a continuously changing world. But the formation of a new type of school is a long and difficult way.

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