

# Diagnosing the Results of Educator's Didactic Culture Development in the Conditions of Innovative Education

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**Abstract:** The article reviews the problem of diagnosing the results of the didactic culture development of the pedagogical personnel in the context of innovative education. The comparative method systematizes the approaches of scientists to the analysis of the criteria and indicators of the educator's innovative didactic culture. As a result, the authors identify and describe the levels of didactic culture development.

## 1. Introduction

As part of our research, the innovation process is examined, which is based on innovative activity. The innovation process is interpreted as “the process of development of education through the creation, development, and application of innovations.” Innovation activity is defined as “a targeted transformation of the practice of educational activity through the creation, development, and dissemination of new educational systems or any components of this system.” In the conditions of innovative education as an integral developing socio-pedagogical phenomenon, the essence of didactic culture is visibly visible in its criterion-level characteristic. Few researchers of didactic culture emphasize that in science, there are no uniform criteria for diagnosing the levels of its formation. The purpose of this article is to systematize the approaches of researchers to the analysis of the criteria for the teacher's didactic culture in the context of innovative education.

## 2. Materials and Methods

The study is based on a culturological approach. The solution of research problems was provided by a set of complementary theoretical methods for the analysis of dissertations and abstracts of dissertations of domestic and foreign researchers of the didactic culture of the teacher, as well as materials of scientific and practical conferences, scientific articles and textbooks on the pedagogy of vocational education. The comparative method of analysis is used. Research materials are presented in chronological order.

## 3. Results

In modern conditions, innovative activity is the most important tool for improving the quality of education. As R. Atakhanov and V. Zagvyazinsky rightly point out, innovation is a system or an element of the pedagogical system that allows us to solve the assigned tasks (and sometimes to set tasks more precisely) that meet progressive trends in the development of society [1]. Therefore, the innovation process proceeds only due to the fact that a person carries out certain innovative activities.

An analysis of the scientific and pedagogical literature showed that innovation in its transformation reveals a system of interrelated types of work, the totality of which ensures the emergence of real innovations, namely:

- 1) Research activities aimed at gaining new knowledge about how something can be (“discoveries”) and how something can be done (“inventions”);

- 2) Project activity, the purpose of which is to develop special, instrumental, and technological knowledge based on scientific results, according to which one should act in the given conditions in order to get what should be (“innovative project”);
- 3) Educational activities aimed at the professional development of subjects of a particular practice, at the formation of each personal knowledge of what and how they should do for an innovative project to be translated into practice (“implementation”) [12].

In a general context, the development of innovation processes occurs due to the fact that innovations are created, distributed, and mastered. Each innovation in its movement goes through certain stages by type of activity. In pedagogy, they are called the innovation life cycle. Innovation arises, is used, and after some time, is replaced by other, more advanced creative results.

Innovative education becomes possible only thanks to the developed didactic culture of the teacher. Criteria and indicators of the development of didactic culture are debatable.

Back in 1976, O. V. Bodakov identified a number of indicators capturing the didactic culture of a teacher: (1) methodological training; (2) qualified knowledge of modern teaching technology, new methods of training and education; (3) oratory; (4) the ability to refract in its activities the recommendations of the psychological and pedagogical sciences; (5) knowledge of the methodology of conducting electives, conducting pedagogical research; (6) the ability to study and generalize advanced pedagogical experience, the skills of propaganda of pedagogical knowledge among the population [3].

In 1999, N. M. Fatyanova identified three criteria for diagnosing the level of didactic culture of a teacher of a multidisciplinary gymnasium: (1) the value attitude to didactic activity (a set of didactically valuable orientations defined by the pedagogical worldview, manifested in real professional actions, acts that act as regulators of didactic activity; (2) the degree of technological and innovative readiness (complex system education, a multifaceted characterization of the properties and qualities of the teacher, providing him/her with the opportunity to carry out innovative activities); (3) the degree of creative self-realization in didactic activity (process and result of self-realization of the creative essence of didactic activity) [5].

In 2002, T. V. Popova came to the fair conclusion that determining the set of criteria for the formation of didactic culture is an important pedagogical condition for the effective formation of the didactic culture of an elementary school teacher. This author differentiated the criteria for the formation of didactic culture, based on its definition as a systemic formation, the allocation of its structurally meaningful components. The researcher understands the criteria for the formation of didactic culture as knowledge, skills, personal qualities of a teacher, identified using the structure of a person's readiness for pedagogical activity and a model of the content of the didactic culture of an elementary school teacher. T. V. Popova substantiated the following criteria for the formation of didactic culture: (1) methodological literacy, including the ability to define value goals and the value content of the process of teaching younger students; (2) possession of personality-oriented pedagogical technologies; (3) possession of subject-active pedagogical technologies; (4) possession of cultural and creative pedagogical technologies; (5) mastery of personal-humane interaction strategies, which can be traced to the creation of an educational situation, pedagogical presupposition, a culture of assessing mistakes, a culture of pedagogical assistance, a culture of (self) reflection [11].

In 2003, O. A. Igumnov came to the fair conclusion that the justification of the criteria for the formation of the didactic culture of a teacher at a technical college is a necessary theoretical prerequisite for studying the trends and conditions for the formation of the phenomenon. According to the researcher, the didactic culture of a technical college teacher is expressed through the system of the following criteria-indicative features: (1) technological readiness, involving the mastery of various types of pedagogical activity and the ability to use techniques for solving innovative didactic problems; (2) innovative readiness, suggesting the theoretical and methodological readiness of the teacher for didactic culture creativity; (3) innovative orientations of teaching activity, implying a constant practical use in the didactic activity of innovations of both authors and colleagues brought from experience; (4) the degree of development of pedagogical thinking as a level of theoretical and practical understanding and reflection of one's own didactic activity; (5) the desire for professional and pedagogical self-improvement and creative growth in the profession [6].

In 2004, L. N. Makarova and A. A. Usov made an attempt to identify the criteria and indicators of the professional and didactic culture of the teacher of additional education. According to A. A. Usov, the criteria

for didactic culture are the attitude to professional and didactic activity, the availability of knowledge (professional and psychological-pedagogical), the degree of mastery of didactic means, and the degree of their implementation in pedagogical activity [8].

In 2008, in a few textbooks, the following indicators of didactic culture are highlighted: the ability to optimally organize the educational process, the ability to provide proper motivation for students; knowledge of modern teaching methods and forms; knowledge of methods for organizing independent search educational activities of students and the ability to effectively organize control and accounting of the effectiveness of the educational process [13].

In 2011, G. M. Krinitskaya studied didactic culture using the whole set of criteria and indicators. Among others, she relied on the value attitude to didactic activity, technological readiness for the implementation of didactic activities, building a subject-subject interaction, creative self-realization in didactic activity, readiness for creative (innovative) activities, projects and technologies, as well as their creative productivity [7].

In their research, some Ukrainian colleagues reach the analysis of criteria and indicators of didactic culture.

In 2003, V. I. Grinev differentiated the levels of didactic culture according to the following criteria: sustainability of interest in didactic activity; the level of formation of didactic knowledge, skills; the measure of responsibility and exactingness; development of abilities; and the adequacy of self-esteem [4].

In 2009, O. Sinchishina and S. Morozov revealed the levels of formation of the didactic culture of the teacher according to the following criteria: the formation of didactic values; the degree of technological readiness for didactic activity; orientations and types of motives and needs; the degree of activity, creativity, and initiative; the level of formation of didactic skills; attitudes to didactic activity; the degree of theoretical and methodological readiness; the degree of readiness for didactic cultural creativity, and a few others [9].

In 2010, Yu. V. Balashova diagnosed the level of formation of the teacher's didactic culture according to the following criteria: the availability and quality of psychological and pedagogical knowledge; the degree of formation of didactic skills; value attitudes to pupils; interest in educational activities; the degree of openness to pedagogical innovations [2].

A. V. Perevozny believes that the didactic culture of the teacher is manifested at all stages of the educational process, namely in the preparation, conduct, analysis of the results. It can be judged by the extent to which the educational process in all its components (goal, content, methods, tools, forms) is brought into line with the capabilities and needs of students. The didactic culture is expressed in the following: how diagnostics and assessment of the level of training achieved by students are carried out; in the choice of teaching methods, or the selection of training texts; in the position that the teacher assigns to students (active or passive); in choosing a style of interaction, taking into account its influence on the emerging personality of the student [10].

Summarizing the research data and practical results from developing didactic culture, we treat innovation as an orientation toward enriching experience. It is the ability to create not only subjectively but also objectively new pedagogical experiences.

#### **4. Conclusion**

Thus, a theoretical analysis and generalization of practical experience and scientific research on innovative processes in education made it possible to establish that in Russian and foreign psychological and pedagogical literature, a certain theoretical potential for studying didactic culture has been accumulated. Our generalization of disparate results provided the basis for the formation of primary ideas about the criteria and indicators of didactic culture. The subject of further analysis will be the levels of its development. In this regard, from the author's point of view, for further research, the following series of theoretical and methodological problems seems to be most relevant. *First, we propose to focus on the correlation of traditions and innovations, the content and stages of innovation cycles, as well as forms of resistance to innovations in an educational institution. The levels and criteria for evaluating the new in education, attitudes to innovations of different subjects of education, the implementation of new approaches and technologies of training constitute another very promising area for theoretical and applied research. In turn, the development and implementation of innovative projects and programs, the effective management of innovations, and the training of teachers who*

are ready for innovative activities constitute one more research direction. With the solution of such problems, we connect the prospects of our work in the context of the formation of an innovative educational paradigm.

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