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The capacity of Kazakhstan university teachers for innovative activities: scientific and practical aspects

Abstract. This article discusses issues of university teachers' readiness to innovative activities in Kazakhstan. The relevance of studying the problem of university teachers' capacity for innovative activities is necessitated by modern requirements concerning the personality of a teacher in the area of higher education. The purpose of the study is to determine the degree of the capacity of university teachers in Kazakhstan for innovative activities.

The article presents an overview of the scientific works of foreign and domestic scholars written about the innovative activities of university teachers.

To obtain the results the theoretical (analysis and synthesis of scholarly works of domestic and foreign authors on the research problem) and empirical (questionnaires, pedagogical observation) methods have been used in the study. A survey was conducted with instructors of 10 different universities in Kazakhstan in order to identify the degree of readiness of university teachers for innovation.

As a basis of the university teacher's capacity structure, the approach created by Slastenin V.A. and Podymova L.S. which includes motivational, creative, technological, and reflective components is accepted considering the main characteristics of the innovative activity of a university teacher.

Keywords: innovative activity, capacity components, creative achievements, self-assessment, university teacher

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Introduction

At present, in the era of digitalization, the higher education system of the Republic of Kazakhstan is undergoing tremendous changes. Everyone knows that a teacher working in the higher education system should engage in innovative activities.

The relevance of studying the problem of university teachers' capacity for innovative activity is necessitated by modern requirements concerning the personality of a teacher in the area of higher education. The quality of higher education seems to fully depend on the level of professional preparedness of a teacher for innovative activities, and on his/her implementation of innovative technologies in the educational process.

The teachers' capacity for innovative activities is determined by the process of development of motivation, knowledge, abilities, skills, and professionally and personally important qualities, necessary for the development and implementation of pedagogical innovations [1].

The results of the research indicate that the important components of effective organization of quality and modern educational process are the structure and the capacity factors for pedagogical innovation [2].

The nature of the educational system's development is defined as new or improved through innovative activities. It is characterized by the creation and use of fundamentally new technologies or by the improvement of current technologies. It is also distinguished by the educational content and the existence of a collective subject that performs this inventive activity. We think that innovation, which is the deliberate introduction of innovations into the higher education system, helps to raise the standard of instruction. That's why, if university teachers are engaged with innovative activities actively the level of teaching at university will increase as universities prepare future specialists.

Thus, the aim of our study is to review the scientific literature on the problem of the readiness of university teachers for innovative activities and to determine the level of capacity of university teachers in Kazakhstan for innovative activities.

Literature review

In academic and pedagogical literature, there are different approaches to defining the concept of the "innovative activity of a university teacher".

As one of the conditions for the development of innovative activity in an educational institution, Belova E.N. emphasizes the personnel potential, which determines the level of professional competence of the leaders and employees of the organization, necessary for the implementation of innovations [3].

Filchenkova I.F. focuses on the category of "involving university teachers in innovation activities" within the process of "innovation management at a university" as a set of processes for managing university environmental factors, managing personal and professional resources, barriers to innovation, and providing psychological and pedagogical support [4].

As the main characteristics of the innovative activity of a university teacher, one can single out its creative, transformative nature, multidimensionality, consistency, integrity, uncertainty, experimental character, and focus on the formation of subject-subject relations between a teacher and a student [5].

The publication (by Machynska N., Yaremchuk N. and others, 2022) presents the results of a study on the interdependence of variables and the factor structure of the capacity of teachers for innovations in pedagogical activity, which operationalize the solution of problems in the provision of educational services [2].

Avakyan I.B., and Vinogradova G.A. identified factors influencing the development of a teacher's innovative capacity: internal (creative potential of the individual, the quality of pedagogical activity, psychological readiness for innovation, desire for self-development, qualification, professional and pedagogical development, innovative technologies in pedagogical activity, pedagogical support, desire for novelty, organizational and communicative, readiness to use innovative technologies) and external (readiness to use innovative technologies, desire for novelty, organizational and communicative factors) [6].

The study (Rizashakh A., Surovtskaya Y. and others, 2022) confirms the effectiveness of the practical application of the Cambridge three-level program to improve the

qualifications of teachers in the context of their capacity for innovation in the content of education. It has been established that the implementation of the Cambridge three-level program is methodically accessible and has a positive effect on the motivational sphere of both teachers and students, which affects the effectiveness of the educational process. This study has confirmed the didactic value of the practical application of this program to the motivation of learning in the context of the teacher's capacity for innovative activities [7].

Considering that innovative activity is based on self-reflection, a number of scholars define innovative activity in education as a tool for acquiring new knowledge, mastering pedagogical skills and transforming the educational process aimed at improving academic results [8].

Avakyan I.B. presented the results of teachers' readiness to use innovative technologies as an important aspect of innovative capacity in the conditions of the socio-psychological climate of the higher educational institutions' teaching staff [9].

Moreover, scholars have found that the development of innovative competence of teachers is the result of the systematic implementation of the model as well as conditions that ensure their capacity for innovative activity [1].

In academic and pedagogical literature, there are components that reflect the content of the concept of "capacity for innovation".

So, the following structural components are distinguished by Usmanov V.V., Kulyamin O.V.:

1) motivational value;
2) emotional-volitional;
3) cognitive;
4) informational;
5) design;
6) operational and activity;
7) reflexive [10].

In the context of the innovative activities of a university teacher, a systematic approach seems to be significant. According to this approach, the capacity for innovative activities is understood as a set of interrelated components, the content of which includes elements that play an important role in the success of the ongoing professional innovation activity [11].

Taking into account the main characteristics of the innovative activities of a university teacher, we adopt the approach developed by Slastenin V.A. and Podymova L.S., according to which the innovative activity of a teacher includes motivational, creative, technological, and reflexive components [12].

Koptyaeva O.N. determines the manifestation of interest in innovation and its dynamics, the formation of the motivation for self-improvement, the formation of the motivation for overcoming difficulties as the main indicators of motivational capacity for innovative activity [13].

It should also be noted that researchers reveal the teacher's motivational capacity for

innovation as a system of motives relevant to the professional activity itself [14]. Analyzing the existing literature on innovative activity, in the empirical part of our research we decided to define the level of capacity of teachers for innovative activities in the Republic of Kazakhstan.

Methods

To obtain the results the following methods were used: theoretical (analysis and synthesis of academic works of domestic and foreign scholars on the research problem); empirical (questionnaires, pedagogical observation).

The basis for the study was the data from anonymous surveys on the topic: "Pedagogical self-assessment of the capacity's level of a university teacher for innovation" which were created and distributed with the help of Google Forms. One hundred and sixty-three teachers from 10 higher educational institutions of the Republic of Kazakhstan took part in the survey.

The conclusions are based on a theoretical analysis of scholarly material and the study of empirical material.

Results and discussion

Thus, we consider the results of the survey on the levels of capacity of teachers for innovative activities in the Republic of Kazakhstan. Table 1 shows the quantitative composition of teachers by the university.

Table 1. Quantitative composition by universities.

№	University	Number of participants
1	L.N. Gumilyov Eurasian National University	82
2	Turan - Astana University	32
3	M. Kozybayev North Kazakhstan University	12
4	Astana Medical University	10
5	S. Seifullin Kazakh Agro Technical University	10
6	A. Baitursynov Kostanay Regional University	6
7	Sh. Ualikhanov Kokshetau University	6
8	Kazakhstan Branch of Lomonosov Moscow State University	3
9	Pavlodar Pedagogical University	1
10	The Eurasian Humanities Institute	1

The teaching experience of respondents ranges from 1 to 10 years – 55 participants, from 11 to 20 years – 65 participants, from 21 to 30 years – 31 participants, and from 31 to 40

years – 12 participants.

The study used questionnaire questions designed in accordance with the methodology developed by V.A. Slastenin [15].

The teachers were asked to answer 20 questions. Answering the questions, the subjects assessed their innovative capacity on a 5-point Likert scale: 1 point – a weak degree of willingness; 5 points – the maximum degree of quality in professional activity.

The obtained results allowed us to draw conclusions about the level of capacity of teachers for innovation: high level - from 84 to 71 points; average level – from 70 to 55 points; low level – fewer than 55 points.

Figure 1 shows the work experience of the participants.

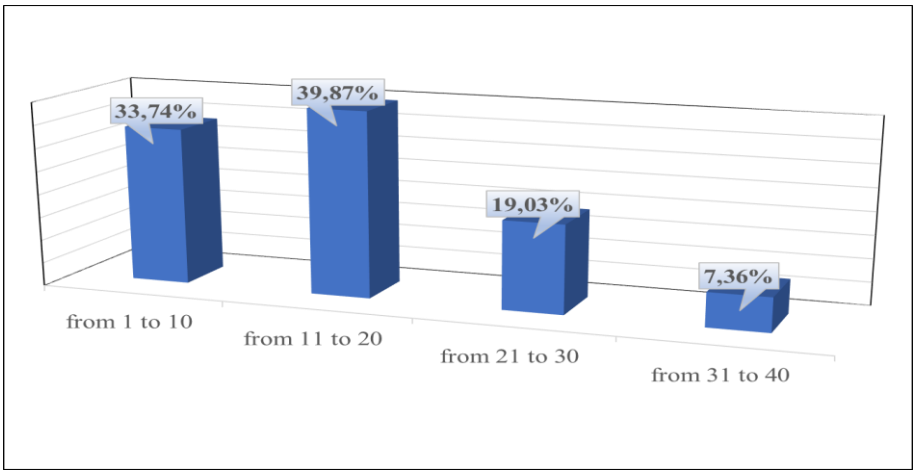

Figure 1. Work experience of the participants.

As can be seen in Figure 1, a significant majority of respondents i.e. 39.87% of participants have from 11 to 20 years of work experience, while 33.74% of participants have up to 10 years of teaching experience. The figure shows 19.03% of participants from 21 to 30 years of work experience. However, professional teachers from 31 to 40 teaching years have only 7.36%.

The next question of the survey was devoted to the level of teachers' interest in creative activities.

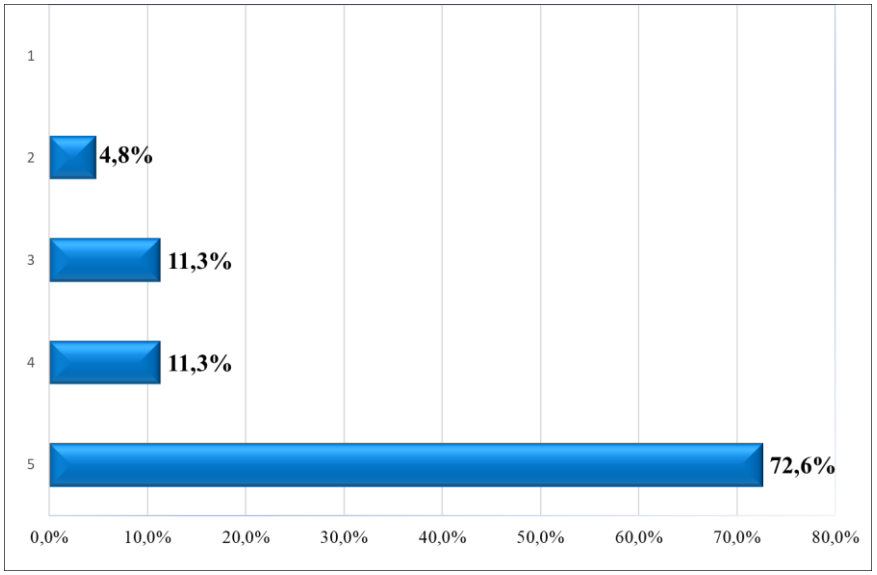

Figure 2. Interest in creative activities.

Processing the results, we attempted to analyze the level of participants' motivation. The analysis of the results revealed that almost every participant of the study were interested in creative activities i.e. 72.6% of all the participants (see Figure 2) demonstrated their interest in creative activities. However, the fourth part (27.4%) of respondents were less interested in creative activities. We think that these data are connected with university teachers' unwillingness to be engaged at creative activities.

Figure 3 presents the level of teachers' commitment to creative achievement.

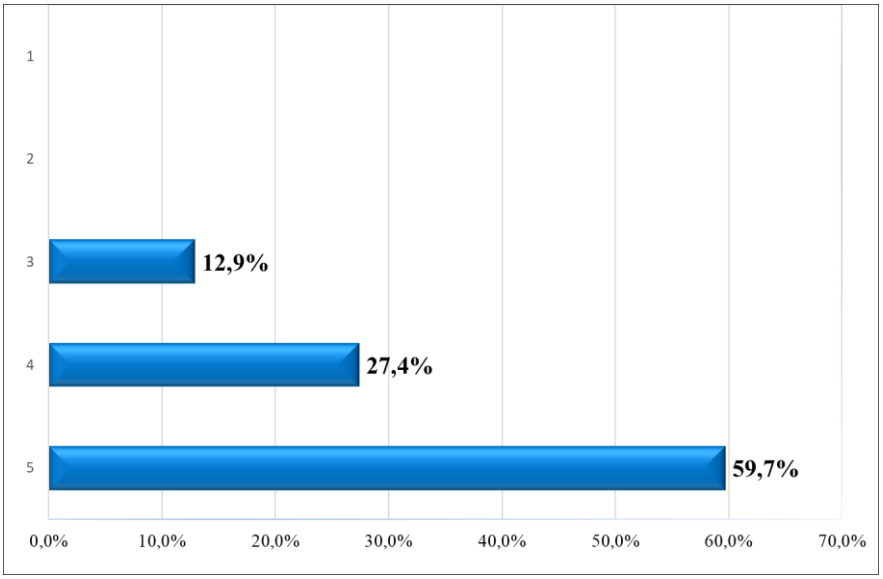

Figure 3. Striving for creative achievement.

Based on the results presented in Figure 3, it can be stated that the desire for creative achievements is at a high level i.e. 59.7%; at an average level i.e. 27.4% and at a low level i.e. 12.9%. As the data show, there are no people who are not interested in creative achievements. Based on the results obtained, it can be assumed that a high level of striving for creative

achievements has a positive effect on the teaching activities of the respondents, the teachers' readiness to work in a changing environment based on a variety of educational programs, books, monographs, cited articles, projects, and other researches. There was a positive correlation between creative and innovative achievement of participants.

Figure 4 shows the desire of teachers to receive high marks from the administration.

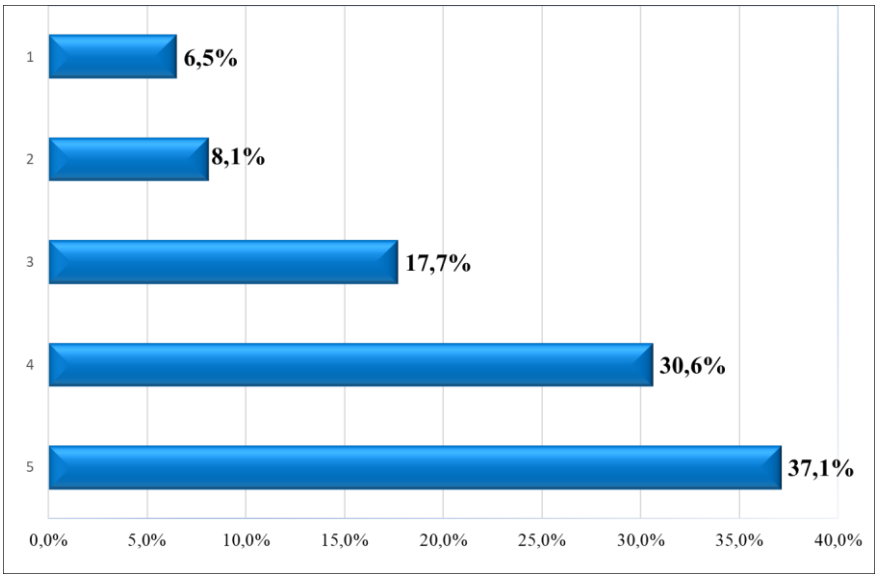

Figure 4. Desire to receive high marks from the administration.

The data show that there is a clear tendency to strive for high marks from the administration for high-standard performance i.e. 37.1% of participants wish to receive such marks. To some extent, 30.6% of members out of the total participants are ready to be seen by the university administration. However, it is not necessary for 17.7% of teachers. Almost 8.1% of candidates do not want to be discernable people. According to the data, the smallest number is 6.5%. With regard to this issue, it can be assumed that teachers do not seek to receive a high assessment of their professional achievements from management. This illustrates that university teachers don't pay attention to receiving high marks from the administration.

Figure 5 shows the percentage of teachers' aspirations for self-improvement, which is 80.6 %.

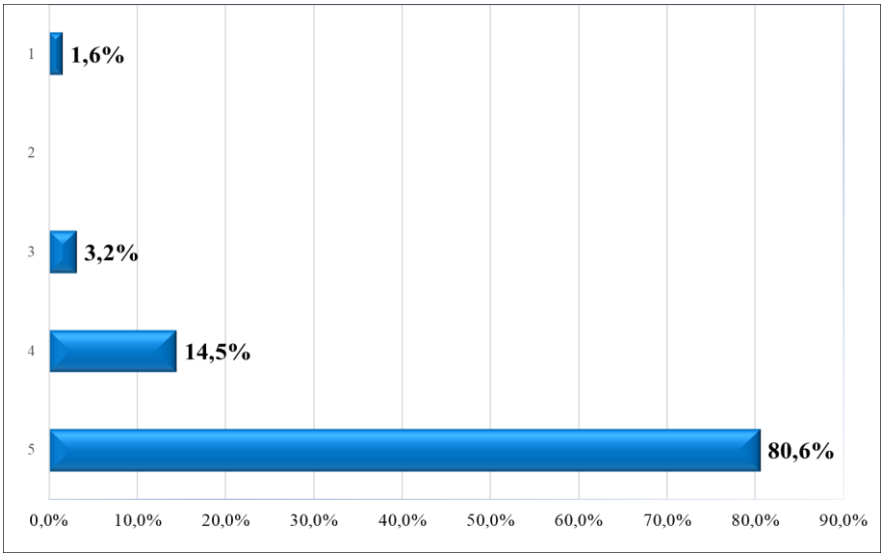

Figure 5. Commitment to self-improvement.

The obtained results suggest that the teachers are driven by motives related to self-realization. Accordingly, it can be stated that teachers have a high level of innovative potential and strive for self-improvement.

Moreover, the results of the survey revealed the general level of capacity of teachers for innovative activities, which is shown in Figure 6.

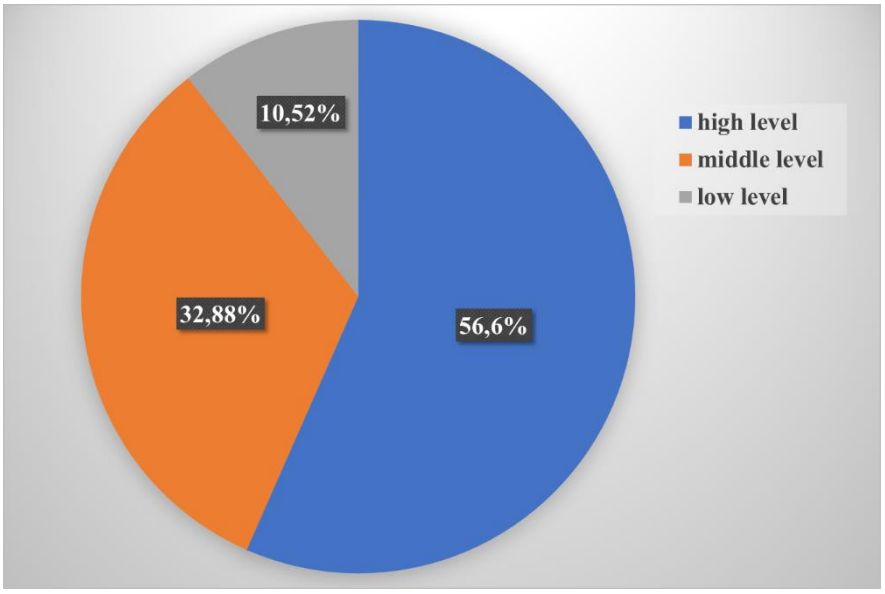

Figure 6. The level of capacity of teachers for innovative activities.

The results of the study show that only half of the teachers surveyed have a high level of capacity for innovation. This can be seen from the obtained data: 56.6% of teachers do not mind engaging in innovative activities; 32.88% of teachers showed an average level of involvement. It can be assumed that these there are certain obstacles preventing teachers from engaging in innovative activities.

Nevertheless, among the interviewed teachers there are also those who showed a low level of readiness to innovation activity (10.52%), which means that this group of teachers does not want to engage in innovative activities.

The data obtained confirm the need to take into account the main socio-pedagogical indicators of the effectiveness of the university's innovative activities, in particular, according to the criterion "the level of formation of the innovative culture of students, teachers, scientists at the university" in terms of indicators: index of satisfaction with pedagogical and scientific activities; receptivity to innovation; innovative style of thinking; readiness to accumulate experience of innovative activity; ability to self-education, self-realization; ability to innovate [16].

In general, the conducted questionnaire revealed that university teachers desire to engage with innovative activities, they have interests to deal with creative activities, aspire to artistic endeavors, wish to get positive feedback from university authority and want to improve their personal development. However, the received data indicate that not all of the respondents would like to participate in innovative activities. We think that there are many reasons of these teachers' indifference. First of all, this is connected with lack of time as university teachers have to fulfill their workload, they have a lot of practical classes to teach. Secondly, they are less motivated to deal with innovative activities, as they do not get any bonus or other encouragements.

Conclusion

The study revealed that the interest in creative activities is increased - 72.6%, and there is also a desire, but the percentage of the overall level of capacity for innovation activity is much lower - 56.6%, i.e., this seems to indicate an insufficient level of capacity of teachers from various universities for innovative activities.

Data analysis shows that there are differences in the motivation of the professional activities of teachers with different work experiences. That is why, we can conclude that there are many factors that influence teaching innovation, and educational technology should be investigated.

We assume that the socio-pedagogical support of the innovative activities of a university teacher will make it possible to activate the involvement of teachers in innovative activities, as well as to develop teachers' motivation to achieve successful results in innovations and avoid failures, to be active in the profession, and ensure a positive psychological climate in the team.

A study on the socio-pedagogical support for innovative activities of a university teacher is the subject of further research.

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Қазақстан университеті оқытушыларының инновациялық қызметке дайындығы: ғылыми және тәжірибелік аспектілер

Аңдатпа. Бұл мақалада Қазақстандағы ЖОО оқытушылардың инновациялық қызметке дайындығы мәселелері қарастырылады. Университет оқытушыларының инновациялық қызметке дайындығы мәселесін зерттеудің өзектілігі жоғары білім беру саласындағы оқытушының жеке басына қойылатын заманауи талаптарға байланысты. Зерттеудің мақсаты Қазақстанның жоғары оқу орындары оқытушыларының инновациялық қызметке дайындық дәрежесін анықтау болып табылады.

Мақалада ЖОО оқытушыларының инновациялық қызметіне арналған шетелдік және отандық ғалымдардың ғылыми жұмыстарына шолу берілген.

Зерттеу нәтижелерін алу үшін теориялық (зерттеу мәселесі бойынша отандық және шетелдік авторлардың ғылыми жұмыстарын талдау және жалпылау) және эмпирикалық (сауалнама, педагогикалық бақылау) әдістер қолданылды. ЖОО оқытушыларының инновацияларға дайындық дәрежесін анықтау мақсатында Қазақстанның 10 түрлі ЖОО оқытушыларымен сауалнама жүргізілді.

Университет оқытушысының дайындық құрылымының негізі ретінде

В.А.Сластенин және *Л*.С. Подымованың мотивациялық, шығармашылық, технологиялық және рефлексиялық компоненттерді қамтитын университет оқытушысының инновациялық қызметінің негізгі сипаттамаларын ескерілді.

Түйін сөздер: инновациялық белсенділік, қабілеттілік компоненттері, шығармашылық жетістіктер, өзін-өзі бағалау, университет оқытушысы.

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Готовность преподавателей университетов Казахстана к инновационной деятельности: научно-практические аспекты

Аннотация. В данной статье рассматриваются вопросы готовности преподавателей вузов к инновационной деятельности в Казахстане. Актуальность изучения проблемы готовности преподавателей вуза к инновационной деятельности обусловлена современными требованиями к личности преподавателя в сфере высшего образования. Целью исследования является определение степени готовности преподавателей вузов Казахстана к инновационной деятельности.

В статье представлен обзор научных работ зарубежных и отечественных ученых, посвященных инновационной деятельности преподавателей вузов.

Для получения результатов исследования использовались теоретические (анализ и обобщение научных работ отечественных и зарубежных авторов по проблеме исследования) и эмпирические (анкетирование, педагогическое наблюдение) методы. Был проведен опрос преподавателей 10 разных вузов Казахстана с целью выявления степени готовности преподавателей вузов к инновациям.

С учетом основных характеристик инновационной деятельности преподавателя вуза за основу структуры готовности преподавателя вуза к инновационной деятельности принимается подход Сластенина В.А. и Подымовой *Л*.С., согласно которой инновационная деятельность педагога включает мотивационный, креативный, технологический, рефлексивный компоненты.

Ключевые слова: инновационная деятельность, компоненты потенциала, творческие достижения, самооценка, преподаватель вуза.

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