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Abstract

Meeting the needs of the education system in a teacher capable to implement innovative changes in the educational process requires fundamentally new technological support. Mastering of innovative behavior by teachers and description of models, forms, types and ways of disseminating innovative pedagogical practices, in accordance with the federal state initiative "Our New School" in Russia, could be considered as one of the most important resources for modernizing the education system as a whole and, in particular, in the aspect of continuing pedagogical education and professional development.

Keywords

Program-targeted support – Continuing professional development Lifelong education

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Introduction

The relevance of the program-targeted support for the continuing professional development of teachers is determined by modernization of Russian education and is due to the need of society for the new generation of educators, the formation of a fundamentally new teaching culture. The level of professional development of teachers, their willingness to lifelong education in the implementation of the Federal State Educational Standards and the Professional Standard of a Teacher have a significant impact on the results of socio-economic, cultural and spiritual development of Russian society. Professional pedagogical community of the country takes an active part in the implementation of the main changes in the education system reflected in the Federal Law “On Education in the Russian Federation”, “National Doctrine of Education in the Russian Federation (until 2025)”, National Educational Initiative “Our New School”, “Concept of Federal Target Program for the Development of Education for 2016-2020”¹.

The development of pedagogical professionalism in the context of continuing education presupposes the formation of a teacher as a subject of professional activity. Professional development is a system of transitions from the stage of specialization, where the main feature is the independent construction of the subject knowledge and the allocation of own methods and means of professional activity, to the stage of professionalism, expanding the possibilities of transforming an independently created specialized subject of activity and, finally, to the stage of expert associated with new standards, means and technologies. The optimal mechanism for ensuring the effective professional development is the targeted interaction of andragogue consultants and teachers aimed at positional self-determination².

Professional development of teachers in the context of lifelong education is possible using the technology of program-targeted support. This is a consistent change of activities from problematization and conceptualization of professional positions, to the optimization, expertise and reflection of professional activity and, finally, to the organizational and managerial planning of innovations and their normative consolidation in practice. As a form of organizing the professional development of teachers, our research considers the system of tasks: value-semantic, cultural-cognitive, technological and communicative, in which the educational task has systematically important function. The educational task is defined as the interaction of andragogues and teachers and the framework of reflexive control of the pace and content of professional development³. The teachers should be able to identify the innovative educational components in the process of professional reflection, but they are not always ready to do it on their own. In this regard, the problem of supporting teachers in the continuing education system is being updated. We need andragogically competent specialists able to provide professional assistance and support in the process of dissemination of innovations. This is important not only for a

¹ M. G. Sergeeva; S. V. Gubarkov; K. Yu. Zhigalov; I. I. Kurmaeva y A. V. Tolmachev, “Quality management of services of the higher education”, *Ponte* Vol: 74 num 1 (2018): 34-47.

² P. Gorev; N. Telegina; L. Karavanova y S. Feshina, “Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education”, *EURASIA: Journal of Mathematics, Science and Technology Education* Vol: 10 num 10 (2018): 178-185.

³ M. Sergeeva; N. Bondarenko; T., Shebzuhova; A. Vartumyan y S. Lesnikova, “Scientific substantiation of the conception of continuous economic education development”, *Turkish online journal of design art and communication (TOJDAC)* num 8 (2018): 178–185.

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teacher, but also for the pedagogical community as a whole. Personal experience and best teaching practices at different levels, from local to international, provide a powerful incentive for achieving new professional results and a new quality of education.

Literature review

The Concept of long-term social and economic development of the Russian Federation up to 2020, the state program “Developing Education in the Russian Federation for 2013-2020” proclaimed comprehensive support for innovative programs as a knowledge-intensive and strategic task, which involve increasing the effectiveness of education and determining the scope of pedagogical responsibility, providing the conditions for the development of innovative pedagogical practices⁴. Analysis of the research works⁵ showed that the dissemination of best teaching practices is a focused, systematically organized activity to share innovative ideas, concepts, methods and technologies in order to improve the pedagogical activity of teachers who are not involved directly in their development and approbations (M.A. Moiseyev, V.I. Slobodchikov, G.A. Shkerina, N.P. Bezrukova, O.G. Smolyaninova, etc.). The study of dissemination issues correlates with the analysis and development of innovative pedagogical practices, reflected in the works of L.F. Alekseeva, L.E. Asadchikh, Yu.K. Babansky, V.V. Bezdenezhniy, G.N. Prozumentova, V.A. Slastenin, T.M. Balykhina, A.I. Shadrin and others. The transition of innovations as the most important aspect of pedagogical activity is conceptualized in the works of classics of Russian pedagogy (V.P. Vakhterev, P.F. Kapterev, P.F. Lesgaft, K.D. Ushinsky, etc.), as well as a number of modern researchers (E.A. Izbulatova, F.Sh. Teregulov, L.M. Fridman, T.I. Shamova, V.B. Kurilenko, etc.). In a number of works, the accumulation and comprehension of best teaching practices is presented as the most important factor in the professional growth of a teacher (E.F. Zeyer, Yu.A. Tukachov, A.I. Turchinov, V.M. Berezin, etc.). In numerous theoretical and practical research works we found the detailed analysis of the dissemination of best teaching practices, the specifics of its implementation in modern education⁶: pedagogical expertise of innovative technologies and concepts (L.B. Kutsenko-Barskova, V.A. Adolf, A.V.

⁴ V. Utemov; R. Khusainova; M. Sergeeva y V. Shestak, “Full Packaged Learning Solutions for Studying Mathematics at School”, *Eurasia Journal of Mathematics, Science and Technology Education* Vol: 14 num 12 (2018).

⁵ S. Wang; N. Gorbunova; A. Masalimova; J. Bírová y M. Sergeeva, “Formation of academic mobility of future foreign language teachers by means of media education technologies”, *Eurasia Journal of Mathematics, Science and Technology Education* Vol: 14 num 3 (2018): 959-976; J. Bírová; P. Kružlík; A. Kalimullin; N. Sokolova; Z. Haroun; R. Králik y D. Vasbieva, “Mathematical and Statistical Bibliometric Indicators for Scholars in the Field of Romance Languages and Linguistics”, *EURASIA: Journal of Mathematics, Science and Technology Education* Vol: 14 num 12 (2018); Y. Volkova y N. Panchenko, “Discourse variation of the concepts of destructive emotions”, *Vestnik Rossiiskogo Universiteta Druzhby Narodov. Russian journal of linguistics* Vol: 22 num 1 (2018): 175-194; S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region) (Valencia: INTED, 2018). Proceedings of the 12th International Technology, Education and Development Conference (2018): 7977-7982 y M. G. Sergeeva; N. G. Bondarenko; T. A. Shebzuhova; B. A. Solovyov; D. V. Parinov; L. A. Shvedov y A. P. Ovchinnikov, “Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university”, *Amazonia Investiga* num 8 Vol: 18 (2019): 5-14.

⁶ S. Neverkovich; I. Bubnova; N. Kosarenko; R. Sakhieva; Zh. Sizova; V. Zakharova y M. Sergeeva, “Students’ internet addiction: study and prevention”, *Eurasia Journal of Mathematics, Science and Technology Education* Vol: 14 num 4 (2018): 1483-1495.

Gagarin, T.T. Cherkashina, V.V. Ignatova, A.V. Ivashchenko and others), the creation of information and methodological resources containing generalized innovative pedagogical experience (A.V. Brusilov, Yu.I. Butova, I.A. Shtengauer, O.V. Zapyataya, T.F. Illarionova, D.I. Karpovich, A.O. Zotkin, A.S. Klimutin, A.V. Koptelov, Yu.V. Medova, S.N. Raspopova, E.V. Donetskova, G.S. Savolainen, N.N. Romanova and others).

Various aspects of the dissemination of innovative pedagogical experience were considered⁷:

organizational and methodological support (I.I. Bukina, V.V. Zarubina, S.V. Danilov, E.M. Pakhomova, N.M. Yakimenko and others);

support and ensuring conditions for the training of teachers who master innovative experience (E.I. Agarkova, S.V. Zagrebelnaya, R.A. Kiseleva, T.I. Trofimenko, etc.).

A special place in the research is devoted to the study of difficulties in the mastering of innovations by teachers, among which we should note the lack of proper support based on andragogical principles, low motivation, dissatisfaction with the process and learning outcomes in the continuing education system (N.N. Kuzina, S.E. Matveeva, Z.G. Naidenova, S.A. Lisitsyn, V.P. Panasyuk, S.V. Sidorov, A.N. Shevelev, G.V. Yakovleva, etc.).

Research methodology

Innovative pedagogical activity is a specific type of pedagogical activity aimed at the new goals, content and organizational conditions of the educational process in order to optimize it, increase productivity and effectiveness. It has a number of features, namely it is the main mechanism for the modernization of education in the context of the socio-economic changes taking place in the country. It is based on the close relationship between pedagogical theory and practice, it requires constant search for new teaching technologies, organizational support and expert evaluation of the effectiveness of innovations introduced. Implementation of individual innovative projects should occur within the framework of integrated innovation program focused on different levels of educational development⁸.

The preconditions for successful innovative pedagogical activity are the effective management of innovative processes, the inclusion of innovations in the whole logics of the educational process, the creation of a system for effectiveness assess, promoting the professional competence of teachers, their motivation, ensuring favorable socio-psychological climate in the workplace environment, creating enabling conditions for creativity.

⁷ M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", *Modern Journal of Language Teaching Methods* num 8 Vol: 11 (2018): 814-823.

⁸ M. G. Sergeeva; V. Yu. Flyagina; I. V. Taranenko; E.V. Krasnova y A. V. Vilkova, "The interaction of labour market and educational services market considering social partnership mechanism and specificity of regional educational policy", *Ponte* Vol: 73 num 12 (2017): 2.

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Innovative pedagogical experience is defined as scientifically based innovative practice that gives the best results and positively affects the quality of education according to the peer and expert evaluation. Analysis of pedagogical, sociological, socio-pedagogical research works, official regulatory documents governing the innovative activities of teachers in Moscow and St. Petersburg (Russia), allows us to conclude that not any pedagogical experience, but only innovative one, needs to be disseminated⁹. In our study, taking into account the regional peculiarities of innovative teaching practices activity in Moscow and St. Petersburg and analysis of official regulatory documents, criteria for evaluating innovative pedagogical technologies were identified. We highlighted the qualities and skills necessary for a teacher who implements innovations in the educational process (research, communicative, organizational, design, technological), as well as the requirements for innovative pedagogical activity in Moscow and St. Petersburg. So, in Moscow, first of all, participation in innovative educational projects is necessary, and the results should be highly competitive. Of course, this provision could be applied to St. Petersburg teachers, but it is not explicitly expressed in regional regulatory documents. The emphasis is on the description of an innovative product, criteria for analyzing the results of innovation, etc. Our study presents the analysis of the sociological results (V.S. Sobkin and others), which allowed to clarify the provisions on innovative activity recorded in regulatory documents. So, on the one hand, the school as a social institution today is focused on the inhibition of creative activity in the educational process. On the other hand, teachers working on their own author's programs are focused on the individualization of the educational process, the development of new methods, and the reflection of their own experience. Such a teacher is open to innovations, understands their necessity and inevitability.

The dissemination of innovative pedagogical experience as a systemically organized, focused activity for sharing the ideas, concepts, methods and technologies is determined by the main *functions* (promoting innovative ideas and technologies, providing feedback, psychological and material support for innovative solutions); *forms* (pedagogical expertise, creation of informational and methodological resources containing generalized innovative pedagogical practices, support and favorable conditions for teachers mastering innovative technologies, legal and organizational support for the dissemination of innovative pedagogical ideas); *channels* (information, communication, professional, organization of introductory and training seminars, special training programs); *psychological aspects* (internal dissatisfaction, critical rethinking of experience, regression in the profession, emotional burnout).

A significant condition for the dissemination of innovative pedagogical experience is the teacher's readiness for its conceptualization and dissemination, the *structural components* of which are the following:

cognitive (the degree of awareness of pedagogical activity, based on the professional erudition);

axiological (teacher's intentions to analyze and present professional achievements);

⁹ M. G. Sergeeva; T. M. Stepanyan; A. A. Spector; M. S. Komov; N. A. Latysheva; I. V. Okhotnikov y L. A. Shvedov, "Formation of economic competence of the head of the educational organization in terms of professional development", Revista San Gregorio num 30 (2019).

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emotional-volitional (high self-esteem of the teacher as a necessary condition for careful attention to professional experience);

reflective-evaluative (the possibility of self-assessment of one's own pedagogical activity);

action-oriented (specific actions aimed at the dissemination of best teaching practices).

Along with personal features, the carrier of innovative pedagogical experience should have a systemic outlook, the ability to plan activities, skills in using technologies, algorithms to identify, study and generalize experience, the skills of conceptualizing pedagogical ideas.

Thus, based on the analysis of pedagogical, sociological, socio-pedagogical research works, official regulatory instruments concerning the innovative activities of teachers in Moscow and St. Petersburg, it was concluded that it is necessary to disseminate innovative teaching practices. This would allow teachers to get acquainted with innovations, master and implement them. However, contradictions between the requirements regarding innovations by local educational authorities and the teachers' unwillingness to perceive and implement these innovations were revealed. The solution to the problem of dissemination of the innovative pedagogical practices largely depends on the specially organized andragogical support in the continuing professional development system focused on updating and upgrading the teacher's abilities for self-understanding, self-development, reflection in the socio-cultural space (I.Yu. Aleksashina, T.G. Brazhe, S.G. Vershlovsky, V.G. Vorontsova, etc.).

Result Analysis

Effective personal and professional development of the teacher is possible through the andragogical support based on principles of independence, reliance on the experience and needs of adult learners, the immediate implementation of the knowledge gained.

The continuing education system provides a unique opportunity to enhance pedagogical skills, developing professional competencies, and is a significant resource for building an individual educational trajectory in the dissemination of innovative teaching practices.

Based on the theoretical and methodological provisions of our research, we identifies two fundamental approaches to adult education, namely pedagogical and andragogical. Table 1 presents the comparison of pedagogical and andragogical learning models (S.G. Vershlovsky, M.Sh. Knowles).

Parametres	Pedagogical model	Andragogical model
Learners' self-awareness (self-concept)	Dependence	Awareness of growing self-management
Learners' experience	Not valuable	Increasing resource for learning
Motivation (readiness to learning)	Defined by external circumstances	Defined by the immediacy of knowledge application in solving vital problems
Knowledge application	Postponed	Immediate

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Learning orientation	Knowledge	Problem solving
Psychological climate	Teacher-oriented	Informal, based on mutual respect and teamwork.
Participation in the learning process	Passive	Active

Table 1
Comparison of pedagogical and andragogical learning models
(according to S.G. Vershlovsky and M.Sh. Knowles)

The analysis of pedagogical and andragogical teaching and learning models allowed us to define andragogical support as a precondition for the teacher to master new effective forms of dissemination of innovative practices and professional competencies for successful social interaction, personal and professional self-realization. A significant result of our study is that the andragogical support of a teacher is not so much that the teachers improve their qualifications, but rather that they are taught to recognize and reflect on their innovative pedagogical experience. To define the essential characteristics of the process under study (andragogical support), we made a comparative analysis of the andragogical principles of teaching identified by S.I. Zmeyev, S.G. Vershlovsky and M.Sh. Knowles.

The analysis of the andragogical principles of teaching made it possible to single out the general principles of adult education: the principle of independence, the principle of relying on the experience and needs of adult students, the immediacy of application of the knowledge gained, professional and personal development in learning.

The dissemination of innovative teaching practices has andragogical features that determine the specifics of its technological support:

- the educational process includes adult students and adult teachers;
- different categories of adult students;
- socio-psychological characteristics of adult students;
- a teacher as a socially mature, generally formed individual;
- the specifics of the continuing professional development.

Accordingly, organization of andragogical support of teachers on the basis of the andragogical approach to education should be based on the principles of independent learning, relying on the experience of adult students, updating the learning outcomes and developing educational needs.

The solution to this problem involves the development of andragogical support for the teacher, which, on the one hand, should meet the challenges of modernizing the system of continuing professional development in accordance with the changing social realities and, on the other hand, the individual needs of teachers.

For this purpose, the program of andragogical support was developed, aimed at teachers' awareness of the existing innovative experience and training in the ways of its structuring and presentation.

In the program “Andragogical Support for the Dissemination of Innovative Teaching Practices” (ASDITP), a system of work has been proposed for designing the content of improving pedagogical qualifications within the framework of the indicated problem; developed tools and procedures for the implementation of the main stages, including technologies and types of practical activities necessary to obtain the desired results; effective forms of organization and methods for conducting training sessions.

Essential components of the program are the following:

1) development of teacher’s ability to recognize and reflect own innovative pedagogical experience;

2) orientation of the ASDITP program to overcoming difficulties that impede effective dissemination (value-semantic nature, low motivation, lack of awareness of existing experience, ignorance of the technologies for its translation);

3) the criteria for the ASDITP program effectiveness are the ability to identify, structure and present the results of innovative pedagogical experience, increasing the level of dissemination through the use of technologies for the transfer of existing experience, overcoming internal barriers to dissemination;

4) organization of a tutor counseling for teachers based on the principles of equality and dialogue.

Conclusion

The research results confirmed that innovative pedagogical activity is a specific type of pedagogical activity, aimed at new goals, content and organizational conditions of the educational process. The preconditions for successful innovative pedagogical activity are the effective management, organizational prerequisites and the system for assessing the effectiveness of innovations, promoting the professional competence of teachers, their motivation, ensuring a favorable socio-psychological climate in the workplace environment. Dissemination of innovative pedagogical experience (scientifically based innovative practice that objectively gives the best results and positively affects the quality of education) is a systematically organized, focused activity to disseminate ideas, concepts, methods and technologies with the aim of improving and developing pedagogical activity, which is determined by its main functions, forms, channels and aspects. A significant condition for the dissemination of innovative pedagogical experience is the willingness of a teacher-carrier of innovations to its conceptualization and dissemination. The structural characteristics of it are the cognitive, axiological, emotionally strong-willed, reflective-evaluative, activity components, and the technologization of innovative pedagogical experience. Effective personal and professional development in the continuing education system is possible only on the basis of andragogical principles supporting the teacher’s professional activity, the core of which is the principles of independence, reliance on the experience and needs of adult students, the immediate implementation of the knowledge gained, personal and professional development. The dissemination of innovative teaching practices has andragogical preconditions that determine the specifics of its technological support:

-the educational process includes adult students and adult teachers;

- different categories of adult students;
- socio-psychological characteristics of adult students;
- a teacher as a socially mature, generally formed individual;
- specifics of the continuing professional development.

The organization of andragogical support of teachers, based on the provisions of the andragogical approach, will, on the one hand, meet the challenges of modernizing the system of raising pedagogical qualifications and, on the other hand, the needs of teachers.

For this purpose, the program of andragogical support of teachers was developed, aimed at teachers' awareness of the existing innovative experience and training in the ways of its structuring and presentation.

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