

technology use, noting that teacher attitudes and confidence significantly impact classroom integration.

From a policy perspective, the findings underscore the necessity of multi-stakeholder collaboration to develop inclusive strategies for technology integration. This involves engagement from administrators, educators, parents, policymakers, and technology providers. Effective policies should address critical barriers such as the digital divide and establish long-term support mechanisms for technological and pedagogical challenges.

By synthesizing insights from global and local research, practical recommendations are offered, including strategies to align technology goals with institutional missions, promote teacher engagement, and foster an environment supportive of experimentation and innovation. For further research is important on the intersection of technology and educational equity to ensure technological advances benefit all learners, regardless of their background.

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PEDAGOGICAL READINESS FOR INNOVATION: MODERN APPROACHES TO PROFESSIONAL DEVELOPMENT

Modern education operates in a state of constant change driven by scientific and technological progress, digitalization, and globalization. These changes require a high level of adaptability and readiness for innovative activities from teachers. Pedagogical readiness for innovations is defined as a set of professional, psychological, and personal characteristics that enable the effective development and implementation of new educational technologies and approaches [1, 2].

Professional development of teachers is a key tool for enhancing their readiness for innovations. This article examines modern approaches to organizing professional growth for teaching staff, ensuring their preparation for innovative activities [3].

Pedagogical readiness for innovations includes the following components:

1. Cognitive component: knowledge of modern technologies,

methodologies, and trends in education.

2. Motivational component: a desire to develop and apply innovations in practice.

3. Practical component: skills in applying innovative approaches in the educational environment.

4. Psychological component: readiness for change, reflective ability, and resilience to professional challenges.

These components are developed through targeted professional development programs tailored to the current needs of the educational field.

Modular programs allow teachers to gain knowledge and skills in specific areas, such as digital pedagogy, STEAM education, or project-based learning. They are flexible and adaptive, making them suitable for implementation in any educational organization.

Mentorship enables teachers to learn from the experience of more seasoned colleagues, which is particularly crucial when implementing new technologies. Mentors provide not only methodological but also psychological support throughout the transition process [4].

Workshops serve as platforms for experience exchange and collaborative development of innovative solutions. They foster a creative atmosphere that stimulates the search for new ideas.

Online courses, webinars, and platforms for remote learning provide teachers with access to current knowledge and tools regardless of their location. Additionally, these platforms help develop skills in using digital tools.

Participating in educational projects builds teamwork skills and helps teachers apply modern methodologies and adapt them to specific conditions.

Coaching helps teachers identify individual professional growth goals and develop pathways to achieve them. Supervision, in turn, ensures monitoring and feedback at all stages of innovation implementation [5].

Despite the variety of approaches, the process of professional development for teachers faces several challenges:

- Lack of time for training due to heavy workloads.
- Resistance to change caused by a lack of motivation or fear of new technologies.
- Limited resources in educational institutions.
- To address these challenges, it is necessary to:
- Develop flexible educational programs that can be integrated into daily practice.
- Actively implement reward systems for successful mastery of innovations.
- Foster public-private partnerships to fund teachers' professional development.

Teachers' readiness for innovative activities is a key prerequisite for successful educational modernization. Modern approaches to professional development effectively build the competencies teachers need to implement innovations. However, achieving maximum effectiveness requires a comprehensive approach that includes improving the educational environment and increasing teachers' motivation [6].

Professional development must become a continuous process that sustains the

innovative potential of teachers and ensures high-quality education in the face of global changes.

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TEACHER READINESS FOR INNOVATION IN EDUCATION: COMPONENTS, CHALLENGES, AND STRATEGIES FOR EFFECTIVE IMPLEMENTATION

In the rapidly evolving landscape of education, the readiness of teaching staff to engage in innovative activities is paramount. This readiness encompasses the ability and willingness of educators to adopt new methodologies, integrate advanced technologies, and implement progressive pedagogical strategies to enhance student learning outcomes. This thesis explores the multifaceted nature of teacher readiness for innovation, examining its components, influencing factors, challenges, and strategies for effective implementation.

Teacher readiness for innovation is a composite of several interrelated elements:

1. **Attitudinal Readiness:** This involves a positive disposition towards change and a proactive stance in embracing new ideas and practices. Educators with high attitudinal readiness are open to experimenting with novel approaches and are resilient in the face of challenges [1].
2. **Cognitive Readiness:** This pertains to the knowledge and understanding