

Teacher's Readiness to Increase the Degree of Continuity of Education: Concepts and Means of Evaluation

Preparación del docente para aumentar el grado de continuidad educativa: Conceptos y medios de evaluación

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ABSTRACT:

The purpose of the study was to provide a theoretical and empirical justification of the method of assessing the readiness of teachers to increase the degree of continuity of education in the General Education Complex. The methodology and results of the empirical study of teachers' readiness for activities to increase the degree of continuity of education in the General Education Complex are presented. Factors determining the differences between teachers with respect of this characteristic are revealed; the degree of their influence is determined. A structural-functional model of the teacher's readiness to be the subject of a joint activity to increase the degree of continuity of education is proposed; according to which it is the function of readiness to implement a set of particular management tasks of this activity, and it can be described by the following characteristics: motivational, technological, organizational and cognitive components. Groups of educators with high, medium and low levels of readiness to increase the degree of continuity of education were identified, and statistically significant differences were found between them in the formation of motivational, cognitive, technological and organizational

RESUMEN:

El propósito del estudio fue proporcionar una justificación teórica y empírica del método de evaluación de la preparación de los docentes para aumentar el grado de continuidad de la educación en el Complejo de Educación General. Se presentan la metodología y los resultados del estudio empírico de la preparación de los docentes para actividades que aumenten el grado de continuidad de la educación en el Complejo de Educación General. Se revelan los factores que determinan las diferencias entre los profesores con respecto a esta característica; el grado de su influencia está determinada. Se propone un modelo estructural-funcional de la preparación del docente para ser sujeto de una actividad conjunta para aumentar el grado de continuidad de la educación; de acuerdo con lo cual es la función de la disposición para implementar un conjunto de tareas de gestión particulares de esta actividad, y se puede describir por las siguientes características: componentes motivacionales, tecnológicos, organizativos y cognitivos. Se identificaron grupos de educadores con niveles altos, medios y bajos de preparación para aumentar el grado de continuidad de la educación, y se encontraron diferencias

components of readiness. Also, the above-mentioned groups were marked by readiness for the implementation of management functions to raise the degree of continuity in the General Education Complex and the tasks that ensure their implementation. The factors determining the differences between teachers in their actual involvement in solving the problems of how to increase the degree of continuity in the General Education Complex have been described. The methodology for assessing a teacher's readiness for activities to increase the degree of continuity of education allows not only to determine its level, but also to build profiles of individual components of readiness and to establish the factors that are most detrimental to such a level. The results of the analysis can serve as a basis for developing individual trajectories for increasing the competence of teachers in the field of continuity of education, as well as ensuring their productive involvement in activities to improve their level.

Keywords: The readiness of the teacher to increase the degree of continuity of education, task management to increase the degree of continuity of education, the subject of our activities to improve the degree of continuity of education, general education complex, continuity of education.

estadísticamente significativas entre ellos en la formación de los componentes motivacionales, cognitivos, tecnológicos y organizativos de la preparación. Además, los grupos antes mencionados fueron marcados por la falta de cumplimiento de las funciones de gestión para elevar el grado de continuidad en el Complejo de Educación General y las tareas que aseguran su implementación. Se han descrito los factores que determinan las diferencias entre los docentes en su participación real en la solución de los problemas de cómo aumentar el grado de continuidad en el Complejo de Educación General. La metodología para evaluar la preparación de un docente para actividades que aumenten el grado de continuidad de la educación permite no solo determinar su nivel, sino también crear perfiles de componentes individuales de preparación y establecer los factores que son más perjudiciales para dicho nivel. Los resultados del análisis pueden servir como base para desarrollar trayectorias individuales para aumentar la competencia de los docentes en el campo de la continuidad de la educación, así como para garantizar su participación productiva en actividades para mejorar su nivel.

Palabras clave: la disposición del docente para aumentar el grado de continuidad de la educación, la gestión de tareas para aumentar el grado de continuidad de la educación, el tema de nuestras actividades para mejorar el grado de continuidad de la educación, el complejo de educación general, la continuidad de la educación.

1. Introduction

The innovative way of development around the world, characterized by significant changes in the economy, culture, technology, politics, requires modern education to reach a fundamentally new level that meets the needs of a highly developed postindustrial society. It ensures the formation of a person who is capable of living in rapidly changing conditions, who is creative and is able to effectively solve the problems and tasks that arise before it (Schuller and Watson 2009).

Russia's general education system responded to the challenge of the time by adopting National standards that set new requirements for the educational process and its quality. The structural changes, aimed at ensuring the succession and continuity of education through the unification of pre-school and basic general education within the framework of General Education Complexes, gave a boost for the multi-level models of development and education, where each age group (level of education) is the space for the development of the basic abilities of a person of a particular age. However, the expected effect - the strengthening of successive links between the levels of the GEC - was not received. The continuity of the educational process at the adjacent levels of the development of a child is still not ensured, which leads to an increase in the adaptation period and the creation of insurmountable obstacles for the development at every level. Therefore, the development of a system of successive links between educational levels, which determine the requirements for holistic educational activity, become an important channel of improving the GEC.

Continuity of education in this case is "the presence of a consistent chain of educational tasks going throughout the entire education process, transferring into each other and ensuring a constant, objective and subjective advancement of students ahead of each of the successive time intervals" (Leontiev 2003). Continuous education should be "fully integrated into institutional life rather than being often regarded as a separate and distinctive operation employing different staff if it is to feed into mainstream programmes and be given the due recognition deserved by this type of provision" (Schütze and Slowley 2012).

Continuity is an orderly interconnection of its components (the goals of education, the activities of trainees and teachers, educational programs and technologies, material and technical means, organizational and pedagogical conditions), which, with the gradual

construction of a holistic educational process, ensures the effective mental and physical development of pupils and students. It is designed to promote the transition towards educational goals that "coincide with the socio-cultural and psychological-pedagogical priorities of the personal growth of children (adolescents, boys and girls) and adults - teachers and parents, aiding the formation of a child-adult community in education, to function as a channel in which it can optimally unfold" (Kudryavtsev 2003).

The results of studies of the continuity of education in the GEC show that one of the most important problems that does not allow raising its level is the teachers' un-readiness for this activity.

Activities aimed at increasing the degree of continuity of education in the GEC are innovative in their form, because in the course of its implementation the targeted changes are made in the pedagogical system of the GEC, leading to an increase in its effectiveness through innovations in the field of continuity of education. The substantive content of this activity is the identification and solution of problems of continuity between the levels of the GEC. It has its own subject, which sets goals and determines ways to achieve them, thus, managing this activity. The dependency of the innovative activity on the degree of involvement of teachers as subjects and their ability to implement the corresponding functions of its management is established (Lazarev and Eliseeva 2015, Afanasyeva et al. 2016).

Currently, the role of the subject of innovation in improving the degree of continuity of education is mainly performed by the administration of the GEC, and teachers are only executors of the goals and plans developed by it (Lazarev 2008). This is confirmed by the results of our poll of teachers, which showed that only a quarter of them participate in solving the problems of increasing the degree of continuity within their own pedagogical activity. Only from 5% to 8% of the respondents are participating in solving the problems of increasing the degree of continuity of the educational activity. There are cases of resistance to innovation. The analysis of the programs for solving the problems of continuity of education in the GEC and projects for introducing certain innovations, has revealed the shortcomings associated with the vagueness of their goals, the lack of concentration of resources on the most important problems of the continuity of education, the inconsistency of changes with the unchanged parts of the pedagogical system, with the inconclusiveness of most of the planned results. As a result, activities aimed at increasing the degree of continuity of education in the GEC are becoming less effective, and changes in the continuity of education do not lead to the expected improvement in the quality of educational activity (Lomakina and Aksenova 2017, Kharisova et al. 2017).

To improve the existing situation, it is necessary to include teachers in the activities aimed at increasing the degree of continuity of education in the GEC, which requires the development of a set of tools for assessing and improving their readiness for the implementation of this activity.

First step in solving this problem is the theoretical and empirical justification of the means of assessing a teacher's readiness to become a subject in improving the degree of continuity of education:

- desire to participate in the process of raising the degree of continuity of education in the GEC and willingness to assume responsibility for the implementation of all functions and management of this activity;
- possession of skills and technologies to manage the activities to improve the degree of continuity of education;
- the ability to lay out, together with other educators, adequate ways to manage tasks to increase the degree of continuity of education;
- availability of necessary knowledge for solving the tasks of improving the degree of continuity of education.

2. Methods

In this study, in order to solve the problem of assessing teachers' readiness for activities to increase the degree of continuity of education in the GEC, the method of analyzing teachers' subjective assessments was used. The development of the methodology was carried out on the basis of a criteria-oriented approach to assessing teachers' readiness for innovation, targeted and competence approaches to its improvement.

The initial diagnostic information was collected using a questionnaire methodology. To assess the readiness of teachers to manage activities to improve the degree of continuity of education in the GEC, the method of analyzing their subjective assessments was used.

116 teachers from Moscow, the Moscow region and Kaliningrad took part in the empirical study. Since the research task was to test the effectiveness of the method as a means of assessing a teacher's readiness to increase the degree of continuity of education, we sought, with the help of experts, to ensure the representation in the survey of teachers with different levels of readiness to become the subjects of this activity.

Each participant evaluated himself\herself on the basis of: awareness of the existing problems of continuity in the education system in general and in his\herGEC, the preferred ways of eliminating such problems, the level of motivation to participate in the management of this activity, the degree of having the necessary set of tools, the degree of involvement in the management of the activities to increase the degree of continuity of education in the GEC. The activity of the GEC to improve the degree of continuity of education was assessed by the teacher, using the following parameters: usefulness of the innovations carried out in the General Education Complex, the achieved educational results, factors that hamper its development, etc.

The questionnaire survey of teachers was conducted both in group and in individual forms. Time for completing the questionnaire was not limited.

The initial information obtained from the survey was processed in accordance with the developed procedures. During data processing, the statistical software package SPSS 22.0 was used.

For the educator, the levels of the components of his readiness to be the subject of activities to increase the degree of continuity of education (cognitive, motivational, technological and organizational) were determined. Another parameter was its integral evaluation.

Teachers who participated in the study, depending on the integral assessment of their level of readiness to be subjects of activities to increase the degree of continuity of education, were divided into groups for which assessments were made:

- according to the Kruskal-Wallis H-criterion - the significance of the differences between the selected groups in terms of the level of formation of the components of the readiness of teachers to be the subjects of activity to increase the degree of continuity of education (cognitive, motivational, technological and organizational);
- according to the U-Mann-Whitney criterion, the significance of the differences between neighboring pairs of groups with the same characteristics.

Then, an assessment was made of the relationship between the level of the teacher's readiness to be the subject of activities to improve the degree of continuity of education and its components by the Pearson χ^2 criterion.

In addition, it was determined how differences in the level of readiness of teachers to be subjects of activities to increase the degree of continuity of education in the implementation of these activities were manifested.

Verification of the validity of the method of assessing the teacher's readiness to be a subject of collective activity to improve the degree of continuity of education was carried out using an external criterion (Sidorenko 2003).

As a result of the processing of the raw data by means of the statistical software package SPSS 22.0. for each teacher, the score and the level of the cognitive, motivational, technological and organizational components of readiness to be the subject of activities to increase the degree of continuity of education in the GEC, as well as the integral readiness score were determined.

3. Findings

The results of the study showed the presence of statistically significant differences between the teachers and their readiness for activities to increase the degree of continuity of education in the GEC, which made it possible to identify groups of educators with a high (15% of the total number of teachers), medium (64%) and low (21 %) levels of this parameter.

Evaluation of differences between neighboring groups according to the Mann-Whitney U-test showed the significance in all of its components, see Table 1. The high significance of these differences allows us to state with sufficient certainty that they are not accidental.

Table 1

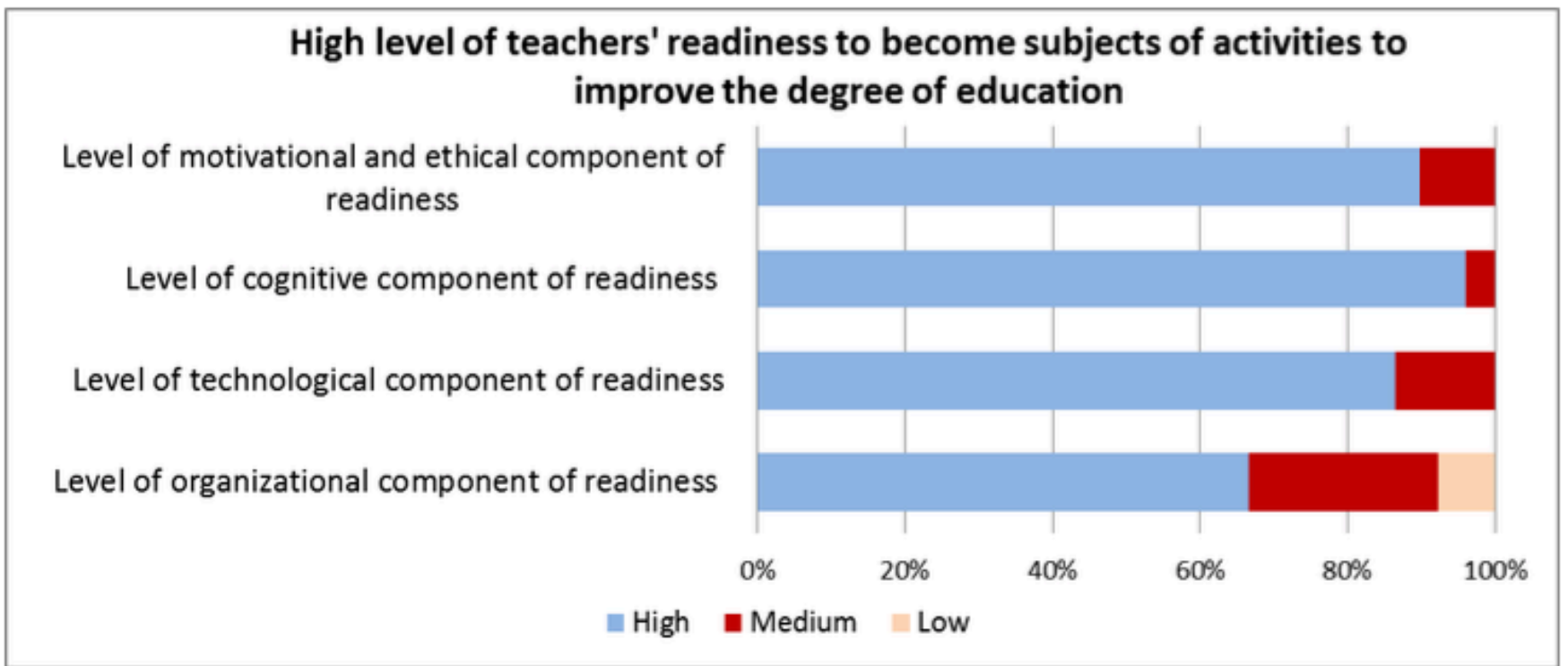
Assessment of differences between groups of educators with high, medium and low readiness to manage activities to increase the degree of continuity of education in the GEC and the readiness components

Components of the readiness of the teacher to be the subject of activities to increase the degree of continuity of education	The level of statistical significance of differences between teachers according to the components of readiness to be the subject of activities to increase the degree of continuity of education		
	with high and low readiness to increase the degree of continuity of education	with high and medium readiness to increase the degree of continuity of education	with medium and low readiness to increase the degree of continuity of education
Motivational	0,000	0,000	0,000
Cognitive	0,000	0,000	0,000
Technological	0,000	0,000	0,000
Organizational	0,002	0,006	0,003

Differences are manifested in the fact that teachers with a high level of readiness to become subjects of activities to increase the degree of continuity of education differ mainly in the high level of motivational, cognitive and technological components, as well as in high and medium levels of the organizational component formation in accordance with Figure 1.

Figure 1

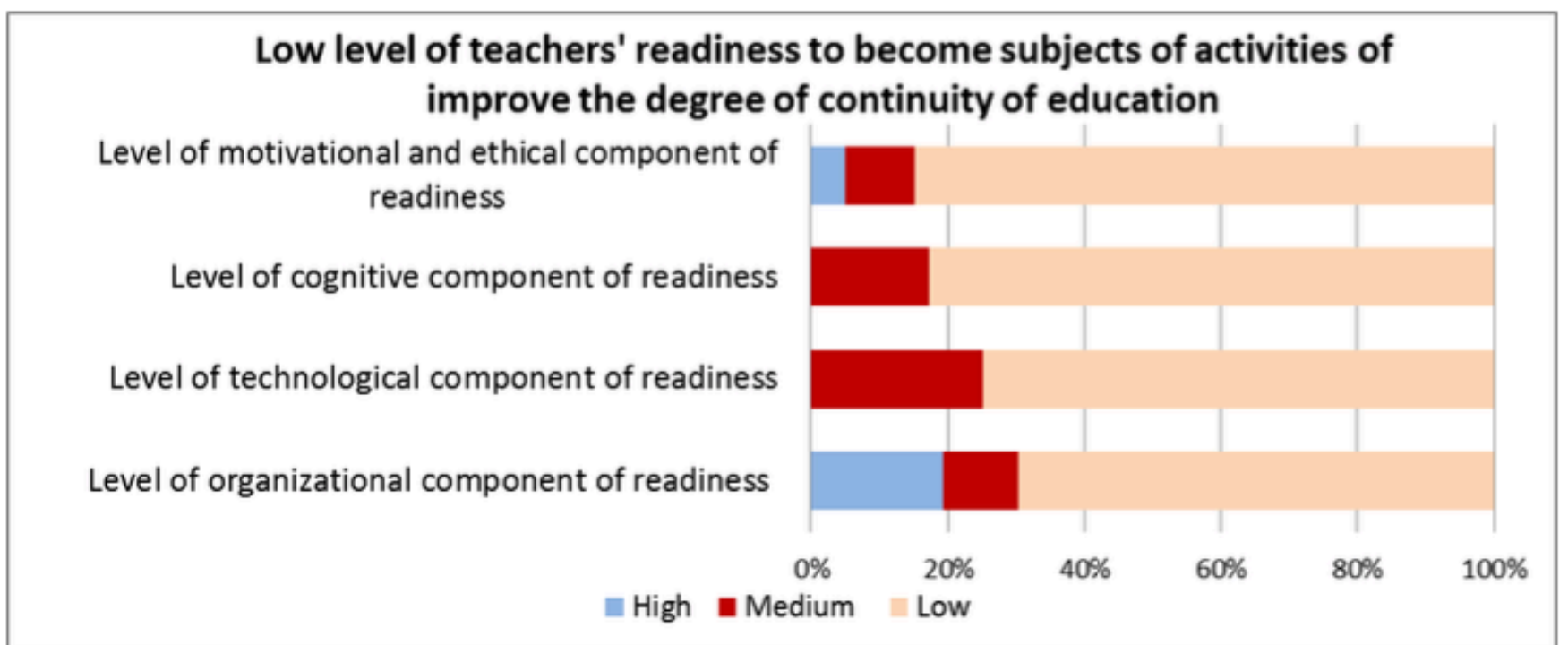
Distribution of assessments of the components of teachers' readiness to become subjects of activities to improve the degree of continuity of education in a group with a high score



Teachers with a low level of readiness to become subjects of activities to improve the degree of continuity of education mainly have a low level of motivational, cognitive and technological components, as well as low, medium and high level of organizational component, as shown in Figure 2.

Figure 2

Distribution of assessments of the components of teachers' readiness to become subjects of activities to improve the degree of continuity of education in a group with a low score

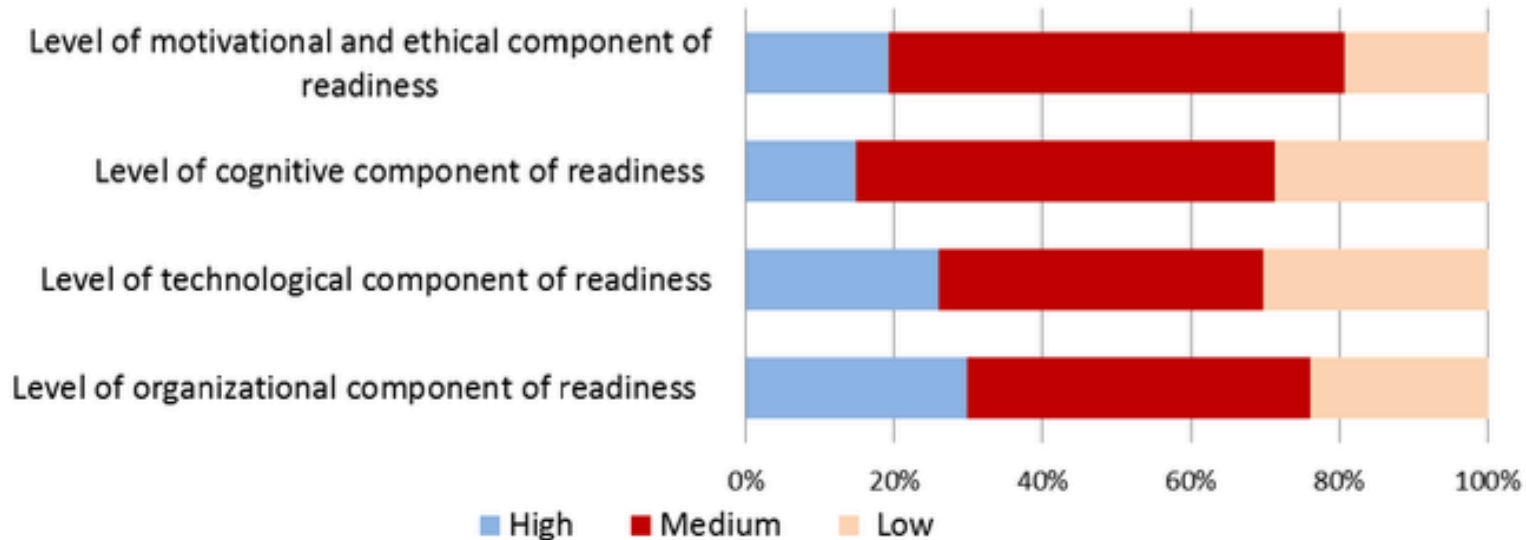


Teachers in the group with a medium level of readiness to become subjects of activities to improve the degree of continuity of education differ mainly in the average level of motivational, cognitive and technological components, as well as in the medium, high and low level of the organizational component, see Figure 3.

Figure 3

Distribution of assessments of the components of teachers' readiness to become subjects of activities to improve the degree of continuity of education in a group with a medium score

Medium level of teachers' readiness to become subjects of activities to improve the degree of continuity of education



The obtained evidence of a link between the readiness of the teacher to become the subject of activities to increase the degree of continuity of education and his readiness to participate in the implementation of such activities.

It has been established that the readiness of teachers to become subjects of activities to increase the degree of continuity of education is influenced by their readiness to participate in the implementation of innovation planning functions that increase the degree of continuity of education, readiness to identify problems of continuity of education and readiness for finding opportunities to solve problems of continuity of education; the least developed is the readiness to implement the function of monitoring and regulation in increasing of the degree of continuity of education, see Table 2.

Table 2

Assessment of the correlation between the readiness of teachers to become subjects of collective activity to increase the degree of continuity of education and their readiness to participate in the implementation of functions of management of this activity

Readiness of teachers to participate in the implementation of functions of innovation management	Coefficient value of Pearson Conjugacy	Level of statistical significance
Readiness to implement the function of revealing the problems of continuity of education	0,692	0,000
Readiness for the implementation of the search function for solutions	0,675	0, 000
Readiness for the implementation of the function of planning innovations in the system of continuity of education	0,726	0,000
Readiness for the implementation of the function of motivating the activities of teachers to increase the degree of continuity of education	0,638	0,000
Readiness to implement the function of monitoring and regulating the activities of teachers to increase the degree of continuity of education	0,605	0,000

The analysis of the differences between the groups showed:

- in the group of teachers with a high readiness to manage the increase in the degree of continuity of education. The majority are teachers who have a high readiness to identify succession problems, to find opportunities to solve them, to participate in planning of changes in the pedagogical system. Half of teachers have a medium level of readiness to control and regulate activities to increase the degree of continuity of education, and less than half to motivate other teachers to improve the degree of continuity of education;
- in the group of teachers with a medium level of readiness to increase the degree of continuity of education, the absolute majority has a medium readiness to implement the function of planning changes in the pedagogical system, and the majority - the medium readiness to implement other functions of this activity;
- in the group of teachers with a low willingness to increase the degree of continuity of education, most teachers have low readiness to motivate activities to improve the degree of continuity of education, low willingness to monitor and regulate activities to improve the degree of continuity of education. More than half of teachers have low readiness to identify the problems of pedagogical system and to plan changes, and less than half - a low readiness to seek opportunities to solve problems of continuity of education.

Thus, the validity of the assumption that it is possible to determine the level of the teacher's readiness to become the subject of improving the degree of continuity of education through his readiness to solve the tasks of this activity, as well as the structure of readiness for activities to increase the degree of continuity of education and the means for its evaluation was empirically confirmed.

When identifying the factors that determine the differences in the level of the components of the readiness of teachers to become the subjects of activities to increase the degree of continuity of education, the analysis of differences in the motivational and ethical components of readiness was carried out, see Table 3, and the degree of influence of motivational and ethical components of readiness for participation in the implementation of functions by raising the degree of continuity of education.

Table 3

Evaluation of the impact of motivational and ethical components of teachers' readiness to implement the functions of managing activities to increase the degree of continuity of education as for the motivational and ethical component in the overall readiness to manage such activities

Motivational and ethical components of the teachers' readiness to implement the private functions of managing activities to increase the degree of continuity of education	The value of the Pearson correlation coefficient	Level of statistical significance
motivational and ethical component of readiness to identify problems of continuity of education	0,690	0,000
motivational and ethical component of readiness to find opportunities for solving the problems of continuity of education	0,697	0,000
motivational and ethical component of readiness for planning innovations in the system of continuity of education	0,738	0,000
motivational and ethical component of readiness to motivate teachers to increase the degree of continuity of education	0,709	0,000
motivational and ethical component of readiness to implement control and regulation of teachers'	0,687	0,000

Teachers with a high level of motivational and ethical component of readiness to become a subject of activities to improve the degree of continuity of education stand out simply because they want to participate in the majority of tasks arising in the management of this activity. Teachers with a medium level of motivational and ethical readiness to become a subject of activities to increase the degree of continuity of education want to participate in half or more of the tasks arising in the management of this activity. Teachers with a low level of motivational and ethical readiness to be subjects of activities to increase the degree of continuity of education want to participate in solving less than half or a minority of tasks.

When analyzing the cognitive component of a teacher's readiness to increase the degree of continuity of education, it is established that the high, middle and low levels of this indicator in the study differ most significantly in the Mann-Whitney test (significance level $p \leq 0.000$):

- awareness of the problems of continuity in the education system, their causes and methods of solution in both around the world and within Russia at the federal, regional, municipal levels;
- awareness of the shortcomings of the continuous education and the status of the system in its GEC, as well as their causes, forthcoming changes, ways of involving teachers in activities aimed at increasing the degree of continuity, etc.;
- awareness of new pedagogical developments in the field of continuity of education.

In the group of teachers with a high level of cognitive component of readiness to be the subject of activity to increase the degree of continuity of education, the majority are teachers with a high level of awareness of the current status and problems of continuity in general education system. Teachers also want to learn about ways to solve them in the world, in the country, in the region and in their city (district). They demonstrate high awareness of existing pedagogical developments, the implementation of which can improve the degree of continuity of education. But only about half of the teachers in this group have a high level of awareness of the shortcomings of the continuity of education and the current state of the system of continuity of education in its GEC, as well as the causes of the shortcomings and the forthcoming changes.

Most teachers with a middle level of cognitive component of readiness to be a subject of activity to increase the degree of continuity of education are characterized by an average level of awareness of existing pedagogical developments. The implementation of these developments is capable of increasing the degree of continuity of education. Another characteristic is an average level of awareness of the shortcomings of the continuity of education and the current state of the system of continuity of education in its GEC, as well as their causes and forthcoming changes. Teachers demonstrate an average level of awareness of the problems, their causes and solutions in the world, at the federal, regional, municipal levels.

Most teachers with a low level of cognitive readiness to be subjects of activities to increase the degree of continuity of education are characterized mainly by low awareness of existing pedagogical developments in the field of continuity of education; low awareness of the shortcomings in the continuity of education and the current state of the system of continuity of education in its GEC, as well as their causes and forthcoming changes. They demonstrate an average level of awareness of the problems of the continuity in the education system, their causes and solutions at the world, federal, regional and municipal levels.

Also, the cognitive component of the readiness of the teacher to become a subject of activities to increase the degree of continuity of education, see Table 4, is most significantly influenced by the cognitive components of the readiness to participate in the implementation of such activities.

Table 4

Evaluation of the impact of cognitive components of teachers' readiness for the implementation of functions of managing activities to increase the degree of

continuity of education, its effect on the cognitive component of the overall readiness to manage this activity.

Cognitive components of the teachers' readiness to implement the activities to increase the degree of continuity of education	The value of the Pearson correlation coefficient	Level of statistical significance
Cognitive component of readiness to identify problems of continuity of education	0,682	0,000
Cognitive component of readiness to find opportunities to solve problems of continuity of education	0,681	0,000
Cognitive component of readiness to plan innovations in the system of continuity of education	0, 667	0,000
Cognitive component of readiness to motivate teachers to increase the degree of continuity of education	0, 552	0,000
Cognitive component of readiness to monitor and regulate the activities of teachers to increase the degree of continuity of education	0, 426	0,000

Analysis of the differences between the high, medium and low levels of the technological component of teachers' readiness to manage activities to increase the degree of continuity of education led to the conclusion that the level of development and experience in applying methods for solving management problems is practically the same (the coefficient of contingency is 0.726 and 0.669 for significance level $p \leq 0.000$).

At the same time, the majority of teachers in a group with a high level of technological component are characterized by a high degree of mastering the means and technologies for solving management tasks and more than half with high assessments are using them in practice. The absolute majority of teachers with an average level of the technological component are characterized by a high degree of mastering the means and technologies for solving management problems, and most of them demonstrate an average level of their application. A group of educators with a low level of technological component are characterized by a low degree of mastering the means and technologies to solve the tasks of managing activities to increase the degree of continuity of education, as well as low score of the experience of their application.

The groups of teachers identified in the study as high, medium and low levels of organizational readiness for activities to increase the degree of continuity of education differ significantly by the Mann-Whitney criterion (significance level $p \leq 0.000$):

- by the ability to independently distribute responsibilities in the working group for the preparation of innovations;
- by the ability to coordinate and lead the actions of teachers;
- by the ability to monitor the work of a group of educators while innovating;
- by the ability to independently resolve differences between themselves, arising from the introduction of innovations;
- by the ability to make decisions in cases when contingencies arise in the preparation of a

group for an event.

Teachers with a high level of organizational component of readiness to be subjects of activities to increase the degree of continuity of education are distinguished by the fact that: when creating a working group to prepare for the introduction of innovations, the duties in it are more often distributed independently, although in some cases they do this together with the leader. Quite often they independently coordinate their actions, but in some cases the leader does it. They work independently with other teachers controlling their work on the introduction of innovations, although in some cases the administration does this. In most cases, they can independently resolve the issues arising during the joint work. In the event of unforeseen circumstances in the work of the group, decisions are taken by the management in approximately half of the cases, in the other half - by the group independently.

Teachers with an average level of the organizational component of readiness to be subjects of activities to increase the degree of continuity of education differ in the following: when creating a working group to prepare for the introduction of innovations the responsibilities are shared with the leader, but more often the leader does this independently after consulting the group members. In some cases they independently coordinate their actions, but more often it is done by the person in charge. In some cases they control independently with other teachers the work on the introduction of innovations, but more often it is done by the administration. In most cases, they can independently resolve the issues arising during the joint work. In the event of unforeseen circumstances in the work of the group, the decision to adjust plans, in the majority of cases, is taken by the administration of the GEC, in the minority - by the group itself.

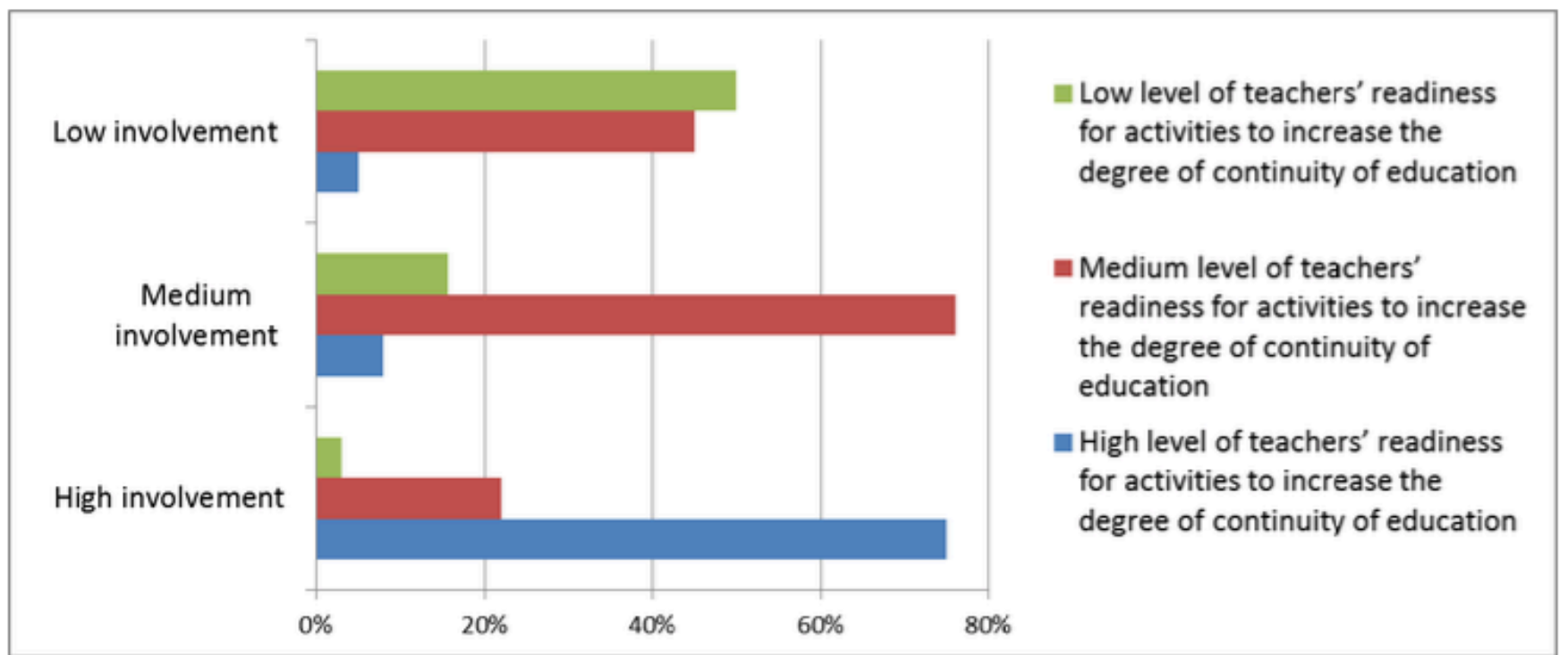
The low level of the organization of teachers is manifested in the fact that in most cases it needs an intervention by the administration of their district to resolve the issues of assigning responsibilities within the working groups developing projects that introduce innovations and coordinate actions. They also regulate the resulting disagreements, adjustment of plans, and the results of the group's activities.

The greatest influence on the differences in the organizational component of the teacher's readiness to increase the degree of continuity of education is his ability to independently resolve disagreements with other educators arising in the implementation of innovations (the value of the Pearson correlation coefficient is 0.624 for the significance level $p \leq 0.000$), the smallest - the ability to distribute duties when creating a working group for the introduction of innovation or the preparation of a major event (the value of the Pearson correlation coefficient but is 0.456 for the significance level $p \leq 0.000$).

The study also confirmed the assumption that there is a link between the readiness of teachers to be subjects of a collective action to increase the degree of continuity of education and their real involvement in the management of this activity. Distribution of levels of readiness of teachers to be subjects of activities to improve the degree of continuity of education in groups of teachers with different involvement in the management of this activity is shown in Figure 4.

Figure 4

Distribution of levels of teachers' readiness for activities to increase the degree of continuity of education in groups with their different involvement in the implementation of the management functions of this activity



Pearson's conjugacy coefficient as shown in Figure 4 is 0.524 for the significance level $p \leq 0.001$.

It was found that groups with high, medium and low readiness to be the subject of activities to improve the level of continuation of education according to the Mann-Whitney criterion significantly differ in the inclusion of teachers in the management of this activity, see Table 4.

Table 4

Assessment of the differences between groups of teachers with different readiness to be subjects of activities to increase the degree of continuity of education by their involvement in the management of this activity

	Assessment of the differences of the inclusion of teachers in the management of activities to increase the degree of continuity of education		
	Between groups with high and low readiness for activities to increase the degree of continuity of education	Between groups with high and medium readiness for activities to increase the degree of continuity of education	Between groups with medium and low readiness for activities to increase the degree of continuity of education
The value of the Mann-Whitney test	98,5	529,0	903,5
Significancelevel	0,000	0,000	0,000

Thus, in the conducted empirical research the dependency of the teacher's readiness to be the subject of activities to increase the continuity of education from its motivational, technological, organizational and cognitive components was substantiated. It is established that every component of a teacher's readiness to be the subject of activities to improve the continuity of education is connected by a positive correlation with similar components of readiness to solve particular problems of increasing the continuity of education. The hypothesis about the dependency of the teacher's involvement in the activity to increase the continuity of education on his readiness to be the subject of this activity is confirmed.

4. Discussion

The theoretical justification of the toolkit for assessing a teacher's readiness to become a subject of activities to increase the degree of continuity of education included the introduction of the concepts "the readiness of the teacher to become a subject of a collective activity to increase the degree of continuity of education" and "an ideal subject of a collective action to increase the degree of continuity of education," characterizing the teacher's ability and motivation to solve effectively the tasks of increasing the continuity of education, as well as the ability to focus on the permanent professional self-development and personal liability for the results of their activity.

The concept of "an ideal subject of a collective action to increase the degree of continuity of education in the General Education Complex" reflects the extent and depth of the teacher's attitude toward participation in solving the problems that help increase such a level. It is important to observe the methods for solving these problems, the forms of organizing joint activities to address them, as well as the update of knowledge that forge "an ideal subject of a collective action to increase the degree of continuity of education."

Ideal characteristics of a collective action to improve the degree of continuity of education are the following:

- motivated to participate in the development of the continuity as a system in the GEC and is ready to assume responsibility for the implementation of all functions starting from the identification of the need for changes in the continuity system to the completion of the planned changes (the characteristic reflects the level of the motivational and ethical component of the readiness to become a subject of this activity);
- has the necessary knowledge to solve problems of how to increase the degree of continuity of education (the characteristic reflects the level of the cognitive component of readiness to be a subject of this activity);
- possesses technologies to solve tasks of improving the degree of continuity of education (the characteristic reflects the level of the technological component of readiness to be a subject of this activity);
- is able, together with other teachers, to participate in the organization of the process of solving the tasks of managing activities to increase the degree of continuity of education (the characteristic reflects the level of the organizational component of the readiness to become a subject of this activity).

If the teacher is not ready to become a subject of activities to increase the degree of continuity of education, he or she can participate in raising the degree of continuity of education as an executor of individual actions.

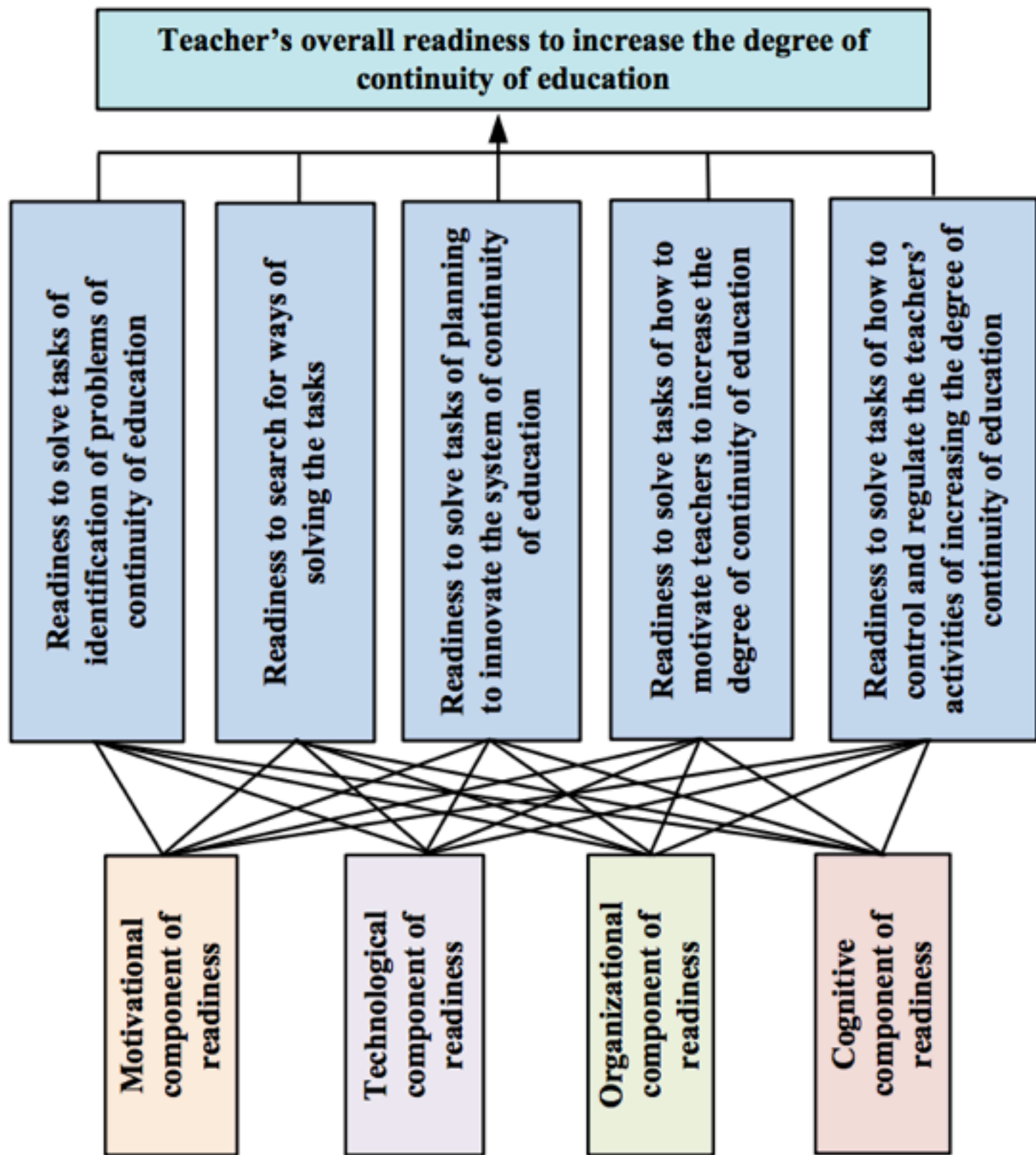
The introduction of the concept of "an ideal subject of collective action to increase the degree of continuity of education" is necessary to build an evaluation scale of the level of readiness of the teacher to become a subject of this activity. The degree of real readiness of the teacher for activities to increase the degree of continuity of education in this case is determined by how remote its actual state from the ideal.

Along with the general readiness of the teacher to become a subject of activities to increase the degree of continuity of education in our study, his\her readiness to implement particular management functions of the development of the GEC continuity system was studied. These functions cover the entire management cycle and include: identifying the problems of the continuity system; search for innovations for further implementation; planning changes; motivation, control and regulation of teachers' activities to increase the degree of continuity of education.

In the structural-functional model, the readiness of the teacher to become a subject of a collective activity to increase the degree of continuity of education structure is determined by the motivational, technological, organizational and cognitive components of readiness, and the functions – his\her readiness to solve practical problems in identifying the challenges of continuity of education, finding innovations to improve it, planning changes in the system of continuity, motivation, control and regulation of the activities of teachers who want to improve the degree of continuity of education in the general education complex, see Figure 5.

Figure 5

Structural and functional model of the teacher's readiness to become a subject of a collective activity to increase the degree of continuity of education



Readiness of the teacher to become a subject of activities to improve the degree of continuity of education characterizes his\her internal potential for inclusion in the management of this activity in the GEC.

Activities to increase the degree of continuity of education in the GEC has a hierarchical structure. It can be implemented at the level of the pedagogical system as a whole, the level of its subsystems (the level of joint activity of groups of educators) and the level of individual activities of teachers. There are various degrees of how each teacher can be involved in the processes of increasing of the continuity of education at these levels. However, as a subject of a collective activity, he\she is fully mobilized at the level of the educational system as a whole, including in solving the problems of increasing the degree of continuity of education at all three levels. As a result, a common understanding of the current problems of the GEC, the goals of innovation, ways of achieving them is formed, and responsibility for the implementation of various areas of joint work is shared and accepted.

The study defines a three-level system of tasks that ensure the implementation of the full cycle of increasing the degree of continuity of education in the General Education Complex at the level of an individual teacher, a group of educators and the General Education Complex as a whole, including (Tyunnikov 2017): analysis and evaluation of the continuity of the

pedagogical activity of the teacher to improve it; analysis and evaluation of continuous education outcomes in the GEC; analysis of the current status of activities in the GEC regarding implementation of the continuity of education and identification of what needs to be improved; search for further development, the implementation of which could increase the continuity of pedagogical activities of a teacher; the development of innovations that can enhance the continuity of pedagogical activity of the teacher; search for pedagogical innovations, the introduction of which could be useful for increasing the results of the work of the GEC; evaluation of proposals for the introduction of innovations in the work of the GEC; setting goals for the development of continuity of education in the GEC; planning the development of continuity of education in the GEC; evaluation of programs for the development of the continuity of education in the GEC; planning of experimental work of teachers; Evaluation of plans for the experimental work of teachers; definition of conditions and procedures for encouraging teachers to participate in activities to improve the degree of continuity of education in the GEC; distribution of incentives for the achievement of teachers in activities to increase the degree of continuity of education; evaluation of the results of the implementation of the programs to develop the continuity as a system of the GEC; assessment of the results of the implementation of individual innovations in the GEC; control and regulation of the introduction of innovations in the activities of the GEC.

To describe the real participation of the teacher in the management of tasks, the concept of "teacher's involvement in the management of activities to increase the degree of continuity of education". It reflects the scope of his\her efforts to solve various tasks of managing this activity, as well as the form and level of participation of the teacher in it. The teacher may not participate in the implementation of certain management functions or participate in some stages of the implementation of certain functions. He\she may not perform it jointly with the administration or independently. The level of involvement of the teacher in the management of activities to increase the degree of continuity of education is also determined by the frequency of participation in the decision of the relevant management tasks.

5. Conclusion

The results of the conducted research showed that the introduced structural and functional model of the teacher's readiness to be a subject of a collective activity to increase the degree of continuity of education, as well as the developed evaluation toolkit, can serve as a means of measuring the readiness of teachers to participate in this activity. It also can be used as an effective tool of increasing the inclusion of teachers.

The results of assessing a teacher's readiness to improve the continuity of education (the overall level of readiness, the levels of its individual components and the factors that determine the differences in their levels, the levels of readiness to solve particular problems of increasing the continuity of education) can be used to develop tools for self-assessment of the readiness to improve the continuity of education. This will allow him not only to assess his\her own level of readiness to be a subject of a collective activity to increase the degree of continuity of education, but also to identify the reasons for the deviation from the "ideal" and build an individual trajectory of his\her development in this area.

Further work in this direction includes the development of theoretical and methodological foundations and models for the development of teachers' readiness to be subjects of activities to improve the continuity of education, as well as educational modules of the curriculum for training teachers to effectively implement this activity.

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