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**INNOVATIVE ACTIVITIES OF THE TEACHER
IN THE MODERN EDUCATIONAL SPACE**

The article reveals the vital problems of the innovative approach and innovative activities of the teacher in the modern educational space and offers the theoretical discourse on this aspect. The main innovative activities in modern educational space have been observed and the main criteria of their implementation into educational process have been elicited in this article. Also, the components of innovative pedagogical activity have been analyzed and the main stages of their implementation into the pedagogical process in the modern methodological literature have been observed. The article deals with the main objectives of innovative activity of the teacher and observes the essence of these practical, educative, educational and developmental objectives. It has been stated that there are two important problems of pedagogy which form the basis of innovative educational process and they have been distinguished in this article. Thus, the result of innovational processes is the use of theoretical and practical innovations, as well as those that are formed on the border of theory and practice.

The essence of innovative pedagogical activity has been clarified and the idea of management as the innovative process which involves the analysis and assessment of pedagogical innovations have been stated. The main laws for creation of innovative activities and their successful development and application have been clarified. The definition of the category of "innovative pedagogical activity" has been made in the article. In addition, the basic principles of creation the conditions for successful development of innovative pedagogical approaches and their application have been stated here.

The role of teacher in the process of obtaining the knowledge, skills and competence has been clarified. The nature of pedagogical activity that prompts teachers to search for new approaches, educational technologies, develops their motivational sphere, ways and methods of mastering the knowledge has been outlined in the article.

Key words: innovative pedagogical activity, innovative processes, pedagogical approach, laws in the course of innovation processes, innovative potential of the teacher.

Introduction. Innovativeness is one of the dominant trends in the development of mankind in general and in the field of education in particular in the modern educational space. Recently, the prob-

lem of innovativeness in the training of future teachers has attracted the attention of many scientists, since the construction of a new educational paradigm is based on the principles of preserving

and developing the active life of a person and his creative potential in constantly changing social conditions, the focus of the individual on self-determination and self-improvement, readiness for the perception and decision of new tasks.

In the scientific literature, the concept of innovative pedagogical activity was highlighted by such teachers as M. Zhaldak, I. Nosachenko, V. Oliynyk, V. Palamarchuk, A. Pidlasyy, I. Pidlasyy, S. Sysoyeva and others.

The purpose of the article is to substantiate theoretically the problems of innovative pedagogical activity in the field of education.

Presenting the main material. The concept of “innovation” means novelty, change, the introduction of something new. Regarding the pedagogical process, innovation means the introduction of something new into the goals, content, forms and methods of teaching and educating; for the organization of joint activities of a teacher and a student. According to V. F. Palamarchuk, pedagogical innovation is the result of a creative search for original non-standard solutions to various pedagogical problems [Palamarchuk 2000 : 25]. Innovations do not arise by themselves, they are the result of scientific research, progressive pedagogical experience of individual teachers and entire teams.

Pedagogical innovation is defined using criteria that confirm the effectiveness of a particular innovation. Taking into account the existing experience of different researches in pedagogy, the following criteria of progressive pedagogical experience are determined:

1) the relevance – a criterion that means that the experience is aimed at solving the most important problems of training, educating and development of students;

2) the originality – which means that forms, methods, techniques, means or their systems are used in the practice of the work of a concrete teacher or pedagogical team, and they have not yet been used in the conditions of a modern school;

3) high efficiency – the experience can be considered progressive only if the teacher has achieved more progressive and successful results of training, education and development in comparison with mass practice;

4) the stability of the results – the newly emerged progressive pedagogical experience is

characterized by persistent efficiency and stability of results over the long period of time;

5) the optimality – which is the expenditure of time, efforts of teachers and students to achieve the results. those innovations are optimal that achieve high results with the least physical, mental and time costs;

6) the possibility of creative application of progressive pedagogical experience in mass practice [Kusherets` 2004 : 153]

The criteria which are mentioned above are used at the stage of initial acquaintance with the experience, as well as in the process of its analysis and generalization. The conclusion about the presence of advanced experience in a particular pedagogical activity is made on the basis of taking into account all the indicators that represent its general criteria. The absence of at least one of them does not give grounds to consider the experience as progressive.

One of the leading characteristics of the current stage of education development in Ukraine is a withdrawal from totalitarianism and standardization of the pedagogical process, the search for something new in the theory and practice of teaching and educating, an intensive rethinking of values. The pedagogical process requires management, since it cannot be spontaneous [Bilyk 2020 : 162].

In the process of education, two important problems of pedagogy are distinguished, which form the basis of innovative processes: the problem of studying, generalizing and disseminating of progressive pedagogical experience and the problem of introducing the achievements of psychological and pedagogical science into practice. The result of innovational processes is the use of theoretical and practical innovations, as well as those that are formed on the border of theory and practice. The teacher can act as the author, researcher, user and promoter of new pedagogical technologies, theories, concepts [Ampilogova 2003 : 4–5].

The management of the innovation process involves the analysis and assessment of pedagogical innovations which are introduced by teachers, the creation of conditions for their successful development and application. At the same time, the heads of the educational institution carry out a targeted selection, assessment and practical application of new ideas and methods proposed by science.

There are several circumstances which, according to I. M. Dychkiv'ska provoke the need for an innovative orientation of pedagogical activity in the context of the education development. Firstly, the development of a sovereign state necessitated a radical change in the educational system, methodology and technology of organizing the educational process in educational institutions of various types: lyceums, gymnasiums, colleges, private schools, Sunday schools, theological schools, and etc. The searches that are carried out by the collectives of educational institutions of a new type, can enrich not only school practice, but also pedagogical science.

Secondly, the fulfillment of the social order at the current stage of the development of our state – i.e. a person, who is capable of assimilating and creatively developing the culture, requires a constant search for new organizational forms, an individual approach to the individual, new technologies of teaching and educating. In this situation, the role and authority of pedagogical knowledge is significantly increasing, which can become a theoretical basis for new searches and innovations.

Thirdly, the nature of the teachers' attitude to the fact of mastering and applying pedagogical innovations has changed. If earlier innovative activity was limited to the use of innovations recommended from above, today it is acquiring a research and search character: the teacher chooses new programs, textbooks, uses new techniques and methods of pedagogical activity.

Fourthly, a real situation of educational institutions' competitiveness has been created. It's caused by the entry of general educational institutions into the market relations, the creation of the new types of educational institutions, including non-state ones [Dychkiv'ska 2004 : 35–36].

Innovative processes represent the mechanism for the intensive development of schools and pedagogy. Innovation functions at the levels of creation, development and implementation. Researchers have formulated a number of laws in the course of innovation processes.

The law of irreversible destabilization of the educational environment. Its essence lies in the fact that any innovative process introduces irreversible changes into the pedagogical environment. The existing integral system begins to collapse and requires a certain amount of time to

create a new system based on new elements or assimilate the old one.

The law of compulsory implementation of the innovative process. Any innovative process based on a pedagogical discovery, which is, sooner or later, spontaneously or consciously, must be realized. It is sufficiently to recall the experience of outstanding teachers – A. S. Makarenko, V. A. Sukhomlins'kyy, S. T. Shatskyy, innovative teachers V. F. Shatalova, I. P. Volkova, I. P. Ivanova and others

The law of stereotyping the pedagogical innovations. Any innovation gradually turns into familiar concepts and actions, gaining the status of a stereotyped one [Yevtushevs'kyy 2006 : 43–44].

These laws also determine certain stages of the functioning of innovations. At the first stage, innovation is viewed as an alien element in pedagogy, while causing a likely sharp opposition, it seems to be a projection. Over the time, innovation is tested by practice, gaining mass recognition, which is the second, most often the longest stage. At the last, third stage, a new approach to teaching and educating becomes known and is included in the system of educational work.

The core of all innovative processes in education is the introduction of the achievements of psychological and pedagogical science into practice, the study, generalization and dissemination of progressive pedagogical experience.

The innovative orientation of pedagogical activity is determined by the following factors:

- socio-economic transformations that require a corresponding update of educational policy;
- the desire of teachers to master and apply pedagogical novelties;
- competition between educational institutions, which stimulates the search for new forms and methods of organizing the educational process and dictates the appropriate criteria for the selection of teachers.

The main driving force of innovation is the teacher, since the subjective factor is also decisive in the introduction and dissemination of innovations. An innovative teacher who is the bearer of specific innovations, their creator, modifier, has ample opportunities and an unlimited field of activity. In practice, he is convinced of the effectiveness of existing teaching methods and can correct them by conducting a detailed structuring

of research on the educational process and creating new methods. The main condition for such activity is the teacher's innovative potential.

The innovative potential of a teacher is a set of socio-cultural and creative characteristics of a teacher's personality, which shows a willingness to improve pedagogical activity, the presence of internal means and methods that can ensure this readiness [Pidlasyy 2004 : 6]. The presence of innovative potential determines the creative ability to generate new understandings and ideas, the ability to design and model their ideas in practice. Realization of the teacher's innovative potential presupposes considerable freedom of action and his independence in the use of specific methods, a new understanding of the values of education, the desire for change, and the modeling of experimental systems. But the innovative potential of a teacher can manifest itself only on the basis of his pedagogical experience – the source of the development the pedagogical science. Continuous study, comprehension and improvement of pedagogical experience have been appeared due to changes in the paradigms of education, concepts of training and education, forms and methods of practical activity of teachers. In turn, by the pedagogical experience one should understand the system of pedagogical knowledge, skills and abilities, ways of implementing the creative pedagogical activities, emotional-value relationships obtained in the process of practical educational work.

There are two types of teaching experience: mass and progressive. The first definition is understood as the experience that is formed by the mastery of objective pedagogical laws. By progressive

pedagogical experience we mean the activities of the teacher, which ensures the sustainable effectiveness of the educational process by using original forms, methods, techniques, teaching and educational tools, new training and educational systems or forms, methods, techniques, means of work which have been already known and based on their improvement.

Progressive pedagogical experience has been distinguished by the volume and level of creative independence of its author. But it is often ignored in the practice of general educational establishments, since not all teachers and heads of educational institutions have formed the need and skills for its study and application [Zerna... 2001 : 37].

Conclusions. In the process of innovative pedagogical activity, the combination of all the components: awareness of the need for changes in the educational system, willingness to take responsibility for changes, and the evaluation of the existing educational system conditions as favorable for the innovative activity, are sufficient conditions for the high level of involvement of a teacher in innovative activities. At the same time, new means of the further implementation of innovative pedagogical activity appear, that is, new pedagogical innovations that accelerate the development of activity and improve the obtained results. It is exactly this nature of pedagogical activity that prompts teachers to search for new approaches, educational technologies, and therefore contributes to the formation of a positive psychological attitude regarding work, career. At the end of the day, innovative activity manifests itself like a driving force for the development of pedagogical science.

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ІННОВАЦІЙНА ДІЯЛЬНІСТЬ ВИКЛАДАЧА В СУЧАСНОМУ ОСВІТНЬОМУ ПРОСТОРИ

У статті розкрито актуальні проблеми інноваційного підходу та інноваційної діяльності вчителя в сучасному освітньому просторі та запропоновано теоретичний дискурс щодо цього аспекту. Розглянуто основні інноваційні види діяльності в сучасному освітньому просторі та визначено основні критерії їх впровадження в навчальний процес. Також на основі аналізу сучасної методичної літератури проаналізовано складники інноваційної педагогічної діяльності та простежено основні етапи їх впровадження в педагогічний процес. Розглянуто основні завдання інноваційної діяльності вчителя та розкрито сутність цих практичних, виховних та розвивальних

завдань. Виокремлено дві найважливіші проблеми застосування педагогічних інновацій, які становлять основу інноваційного навчально-виховного процесу, та розкрито варіанти рішення цих проблем у статті. Таким чином, результатом інноваційних процесів є використання теоретичних і практичних інновацій, а також тих, що формуються на межі теорії та практики.

Окреслено сутність інноваційної педагогічної діяльності та сформульовано уявлення про менеджмент як інноваційний процес, що передбачає аналіз та оцінку педагогічних інновацій. З'ясовано основні закони створення інноваційної діяльності та її успішного розвитку та застосування. У статті надано визначення категорії «інноваційний потенціал педагога». Крім того, тут викладено основні принципи створення умов для успішного розвитку інноваційних педагогічних підходів та їх застосування. З'ясовано роль учителя в процесі отримання знань, умінь і компетенцій. У статті окреслено характер педагогічної діяльності, яка спонукає вчителів до пошуку нових підходів, освітніх технологій, розвиває їхню мотиваційну сферу, шляхи і методи оволодіння знаннями.

Ключові слова: інноваційна педагогічна діяльність, інноваційні процеси, педагогічний підхід, закономірності перебігу інноваційних процесів, інноваційний потенціал педагога.