
**НОВІТНІ МЕТОДИКИ ВИКЛАДАННЯ ДИСЦИПЛІН
УНІВЕРСИТЕТУ**

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**INNOVATIVE ACTIVITIES OF THE THEACHER
OF THE UNIVERSITY AS A CREATIVE PRICESS**

The statement of the problem. The life cycle of modern pedagogical technologies is shorter than the professional activity of the teacher, actualizes the need to study the essence of innovative pedagogical activities and the implementation of ways to improve the preparation of future specialists for its implementation.

In recent decades, studies on pedagogical innovation have been intensified. Interest in the problems of innovation, the allocation of them as important directions of modern scientific thought is due to the growth of the dynamics of innovative processes in society, which characterize its transitional state of modernization and reform.

In modern studies, such aspects of innovation are analyzed:

- problems of the general theory of innovation;
- aspects of innovative activities in the context of training specialists in high school;
- questions of the introduction of pedagogical innovations;
- problems of determining the structure of innovation;
- issues of innovative pedagogical activities by teachers practitioners;
- determination of the stages of the practical development of pedagogical innovation;
- analysis of innovative processes in education;

- theoretical substantiation of innovative pedagogical technologies [3].

Despite the large number of studies in the field of pedagogical innovation and currently there are no uniform approaches to the definition of the concept of “innovative pedagogical activity”.

Integrated and comprehensive understanding of the term “innovative pedagogical activity” requires the analysis of each constituent concept of the indicated concept.

So, in the psychological and pedagogical dictionary edited by E. Rapatsevich concept is considering as “active interaction with the surrounding reality, during which a living being acts as a subject, purposefully affecting the object and that thus satisfies its needs” [4, p.119].

The purpose of the article. This article discusses the issue of innovative pedagogical activities and, which contributes to the emergence of pedagogical innovation needs. Also definitely, which components are based as innovation and pedagogical and which component includes its structure. The development of modern education and a number of trends that contribute to its upgrades are described. The concept of risk is considered which types of risk are characteristic of innovative activities of the teacher. It was analyzed that the modernization of the modern education system is aimed at the formation of the student’s personality. The authors revealed that for the development of various trends it is necessary to introduce numerous innovations into the education system. This article discloses scientific and theoretical aspects and leading trends in the development of innovative processes in the education system, the principles of the innovative educational process are allocated, integrative qualities that constitute the essential features of the innovative type identity.

The statement of the main material. Among the wide range of interpretations of the concept of “pedagogical activity”, we closest to the justification of its essence I. Zima, which understands the educational and educational influence of the teacher to the student, aimed at his personal, intellectual and activity development, simultaneously performing the basis of its self-development and self-improvement [5].

According to Z. Abasov, “innovative activity is a manifestation of an incoming personality activity, the exit of a subject beyond this situation, beyond the framework of the initial, regulatory activities. In this case, the teacher’s pedagogical position is changing, there is a transformation in its professional and personal installations, motives, objectives, operating, reflexive components of its work, in the subject and object of pedagogical impact – students” [1, p.98].

The generalization of scientific approaches to determine the essence of innovation activities made it possible to formulate several scientific approaches. So, the activities analyzed by the researchers are considered as:

Understanding of fast processes;

- formation of a new type of thinking;
- personal understanding of professional activities in the system of other activities;
- comparison of the results of the realized quality of activity with the planned;
- knowledge of modern activities [6].

On the basis of the concepts considered, it is advisable to apply to the rationale for the essence of the term protruding the object of this study. Thus, within the framework of this study, under innovative pedagogical activities, we will understand the special kind of creative activity of the teacher, which is aimed at updating the educational system. Analyzed type of activity is the result of human activity, which manifests itself not only in the adaptation to the conditions of the external environment, but also, first of all, in changing this environment in accordance with personal and public needs and interests.

In this key, it should be emphasized that the activity analyzed by us is not only in the presence of the ability to solve certain educational tasks, but also motivational readiness for finding the optimal solution to the tasks outside of external control.

Indicators of innovative pedagogical activities, the following are allocated:

- the variability of the teacher’s activity;
- possession of creative activity methodology;
- possession of pedagogical research methods;

- the ability to generalize, analyze and the practical application of the experience of creative activities of other teachers;
- the ability to cooperate and mutual assistance [7].

The implementation of innovative pedagogical activities, according to modern researchers, is based on the following principles:

- integration of education;
- differentiation and individualization of education;
- democratization of education.

Accounting for these principles provides for a change in the nature of the education system, approaches, contents, methods, forms, teaching technologies and education [4].

Having considered the essential aspects of innovative pedagogical activities, it is worth emphasizing that its implementation is impossible without knowing its structure.

An analysis of theoretical sources in the field of pedagogical innovation suggests that at the present stage in this scientific industry there is no single approach to the determination of the components of the structure of innovative pedagogical activities. So, in view of what was said, it is necessary to refer to the consideration of several scientific approaches to identify the structure of the activities analyzed in this study.

Most scientists share the opinion that innovative pedagogical activities are multicomponent [2].

Analysis of the theoretical concept suggests that, according to a scientist, innovative activity is a holistic hierarchy of structures, within which:

1. A workforce, including a set of components: motifs, goals, tasks, contents, forms, methods and results;
2. Subject structure, which includes the activities of all participants in the innovative educational process: administration of educational institutions, teachers, scientists, students, parents, consultants, experts, and others;
3. The level structure, which includes the innovative activities of the subjects of innovative development at the international, federal, regional, district and local educational levels;

4. The substantive structure, components of which are the stages of the introduction of pedagogical innovations;

5. Structure of the life cycle of innovation, including their occurrence, development, maturity, development, distribution, saturation, routinization, crisis and modernization;

6. Management structure implying interaction of planning, organization, manual and control;

7. The organizational structure, the components of which are diagnostic, prognostic, organizational, practical, generalizing and implement stages of the development of innovation [7].

V. Slavinin determines the three-level structure of innovative pedagogical activities, components (levels) of which are:

- reflection;
- creative-converter;
- crection [2].

Analysis of other scientific approaches allows to determine the overall structure of innovative pedagogical activities. To its components, we will take the following:

- personal-motivated processing of existing educational projects, their interpretation of the teacher, the dissection and classification of problem pedagogical situations, an active search for innovative information, familiarization with innovation;

- an independent analysis of the teacher of its capabilities regarding the development or development of innovation, the decision to use its use; formulating goals and key conceptual approaches for the use of innovation;

- forecasting changes, difficulties, means of achieving the goals and objectives, the results of the implementation of innovation;

- discussion of ways to introduce innovations with colleagues, administration, participants in the experimental approbation of innovations;

- formulating the concept and stages of experimental work on the introduction of innovation into the practical activity of the educational organization;

- implementation of practical actions to introduce innovation and tracking its development in the educational environment;
- control and correction of the process of introducing innovation;
- assessment of the results of approbation of pedagogical innovation, reflection [6].

Consideration of the main approaches allows conclude that the structural and functional components of innovative pedagogical activities are in close cooperation, forming a holistic dynamic system.

Summarizing the above, conclude that innovative pedagogical activities are modern researchers in various aspects, namely:

- both developing, mastering and using innovations;
- as a way outside of regulatory activities;
- as an ability to generate ideas, their embodiment, analysis and production;
- as the highest degree of pedagogical creativity, invention, the introduction of a new one in pedagogical practice;
- as an experimental and search activity of teachers in order to develop, experiment, testing, implementing and applying pedagogical innovation.

Many approaches to determine the essence of innovative pedagogical activities and the definition of its structural components justify the need to develop a unified scientific system, which actualizes further scientific research in this key.

This problem can be effectively solved in the process of retraining and improve the qualifications of higher education teachers in a self-learning organization. In a self-learning organization are created, acquired, knowledge is transmitted and saved. Most often, we are talking about creating in the framework of one organization, institutions, firms of a continuing training system aimed at preparing employees to solve innovative professional tasks.

Consider the concept of a self-learning organization. A self-learning organization is a place that creates certain conditions that contribute to the preservation of the acquired knowledge, skills and skills, as well as to bring and transmit them to others. This is an organization that is adjusted to various changes

due to continuous personnel training due to a systematic increase in professional competencies that are in demand.

This organization is changing traditional methods and forms of behavior, through their continuous update, which leads to innovation and competitiveness.

Innovative activity includes the following components, such as: motivation, creativity, technological components and reflexive, which are led by a teacher to innovative activities.

The motivational component is based on how the teacher refers to the innovations on its needs for innovation. The most important component that characterizes innovative activities is the creative component. This component shows the activity of the teacher in his professional activities. This component is sods with changes and introduction of various transformations to the already existing professional experience of the teacher. The technological component shows how technologically ready to implement innovation activities. Relaxing shows the ability of the teacher to evaluate its professional activities and its capabilities, on the ability to control the innovative changes that occur in the educational process, the ability to look for new ways to solve and improve this process.

In order to be achieved by the relationship between all the components of the functionality and structure, the teacher's subtype to innovation should be implemented in stages and should include an innovative process of transformation, as well as the process of professional self-development. Such activity includes the following steps: creative, motivational, technological, reflexive. Each of the stages listed includes the following components: goal, means and result. In turn, each of the listed stages is determined by such levels of development as: adaptive, basic, creative, professional.

Adaptive level. This level includes teachers who prevail an unstable attitude towards innovation. Teachers seeking to fulfill innovative activities partially leaving pressure from outside. Own creative activity is minimal, mainly it is associated with copying someone else's experience, foreign techniques, methods, forms, innovative technologies. On the part of technological readiness, there are their own developments here and applies their experience. The professional readiness is

characterized by small knowledge and skills, minimal and does not always have due effect, used by teachers episodically.

The basic level includes teachers who are open to innovation; they have a positive motivation and are ready to apply everything new in pedagogy. In creative activity, there is a creative ability to imitate; here teachers use someone else's experience in a modified form, preventing its own elements into it, separate methodical techniques, without changing the techniques in training and education.

The ability of teachers to apply innovative technologies, the possession of knowledge on the basics of pedagogical innovation is one of the characteristics of technological readiness. If the teacher has formed an understanding of the need to fulfill the reflection of its own activities and give a personal assessment by introducing innovations, then these qualities characterize reflexive readiness. At this level, the teacher understands and wants to self-improve and he has formed reflective knowledge and skills.

The next level we will look at is a professional. At this level, teachers have a certain desire to apply innovative activities. At a professional level, various professional tasks are solved quite successfully, in the design and use of various techniques, forms and methods. In the formation of the personality of the teacher, creative activity is manifested as a subject of innovation. Innovative pedagogical activities are carried out thanks to the use of knowledge and skills that are directly related to technological readiness. In innovative activities there is a constant search for solutions for the implementation of this activity. At this level, teachers are evaluating and professional activities are constantly being implemented, the success and disadvantages of this type of activity are systematically analyzed, which are associated with innovation. Teachers are actively self-improvement.

At the creative level, teachers are aware of the possibilities of innovation, in dire need of the exercise of the manifest need. Teachers have a creative approach in solving professional tasks, which are created by author's doctrines in education and methods of learning. Innovative activities can be carried out and adjusted at all stages of its manifestation: at the stage of analysis, planning, implementation of innovative

actions, control. Innovative activity is successfully analyzed, and the data obtained are applied to increase its efficiency, and actively implements itself in innovation.

Having considered the levels of the development of each of the components of innovation activities, some principles of self-learning organization can be distinguished:

- The person is the most important bioresource in the development of the university, since it is he who makes the university competitive in the educational market among other educational institutions;
- In the professional activity of any teacher, creative activity is very important. There is a connection of listeners to the search for non-standard, something new, non-template, which can contribute to their self-realization in the creation of a new educational process, programming the innovative development of the university;
- The learning process is based on team education. Groups are formed, each of the members of this group should clearly imagine the purpose and objectives of the work that will need to be performed, as well as types and methods of activity to implement this work and the final result. All team members are involved in this activity in proportion to their interests and desires. Thanks to the joint activity, the team forms new levels of command interaction. The team may include teachers not only from various departments, but also of various faculties, this will not negatively affect team collaboration.
- Training is based on the personal experience and skill of each teacher; Teaching experience, building individual training graphs Taking into account the professional difficulties, which allows the distribution of pedagogical experience using the self-assessment of the learning and recognition of the value of self-education.
- In group training, various methods and forms of training are used: professional trainings, analytical and design seminars, individual consultations, role-playing or modeling games, project development, round tables, discussions, etc., all forms and teaching methods should be associated

with specific situations this institution. This will allow teachers to master innovative technologies.

- During classes, due attention is paid to the development of the ability of systemic thinking. Taking into account the educational process of the university as a system, students develop a holistic idea of the processes and phenomena taking place in the university, in the course of this they will be able to understand how all this can be carried out most successfully.
- In order for training to have guaranteed success, its effectiveness is achieved by performance and focus on the casual application of the knowledge gained and ways to solve problems in practice.
- In the learning process, a personal position of each of the participants is guaranteed. Each teacher can evaluate at what stage of professional development it is now, what is his place in the university, what is the further prospect and what resources necessary for this. Special importance is paid to each employee to determine for himself, how his personal activity and creativity affects the implementation of innovative goals and objectives of the institution.

The innovative activity of the teacher performs a phenomenon, which reflects the creative potential of the teacher. This term is relatively young, if we consider it from the point of view of its application to a general education process. Therefore, there are many different methods that explain this concept from a particular point of view.

Conclusion. Under the term pedagogical innovation understands various changes aimed at changing the technology of upbringing and learning to increase their effectiveness. At times, this concept is attached to a completely different meaning. Not only the creation and popularization of innovations, but also changes and reorganization with the help of thinking and in the field of activities that are associated with these innovations may be attributed to the concept of innovation. One way or another, it is something progressive, useful, advanced, modern and positive.

Innovative activities can be viewed as an individual category, as a creative action and the result of creative activities; It contains the presence of a certain degree

of freedom of action in certain subjects. The advantage of innovative activities for the subject is associated with the possibility of self-expression, the use of its abilities, interrelated with a creative approach. The difficulties that may arise in the innovation process appear before the personality as a prospect of the possibility of their permission to their forces.

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