

FEATURES OF INNOVATIVE PEDAGOGICAL ACTIVITIES IN THE PROCESS OF TEACHING IN A MODERN HIGHER EDUCATION INSTITUTION

ОСОБЛИВОСТІ ІННОВАЦІЙНОЇ ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ У ПРОЦЕСІ ВИКЛАДАННЯ В СУЧАСНІЙ ВИЩІЙ ШКОЛІ

In the article we consider the concept of «innovation» to reveal its meaning and essence. We considered innovative pedagogical activity as a necessity of creative development of a modern pedagogical worker and ways of introducing innovative technologies into the educational process. Since the rapid digital development of society requires new, innovative approaches and teaching methods from pedagogical science, one of the important qualities of a teacher, at this stage, is readiness for innovation.

This article explores the dynamic landscape of pedagogical practices within contemporary higher education institutions, focusing on the integration of innovative approaches.

It delves into the characteristics and implications of these innovative pedagogical activities, shedding light on their role in enhancing the teaching-learning process. Drawing upon current literature and empirical evidence, we discuss various features that define innovative pedagogy, such as active learning strategies, technology integration, learner-centered approaches, interdisciplinary collaboration, and experiential learning methodologies.

Furthermore, it examines the significance of these features in fostering critical thinking, creativity, problem-solving skills, and adaptability among students. Additionally, the article explores the challenges and opportunities associated with implementing innovative pedagogical practices in higher education settings.

By synthesizing theoretical frameworks and practical insights, this annotation offers valuable perspectives for educators seeking to enhance teaching effectiveness and student engagement in modern higher education environments.

Key words: *information technologies, innovative pedagogical activity, pedagogical technologies, innovative process, pedagogical innovation.*

У статті ми зробили спробу окреслити поняття «інновація», розкрити його зміст та сутність. Розглянули інноваційну педагогічну діяльність як необхідність творчого

розвитку сучасного педагогічного працівника та шляхи впровадження інноваційних технологій в освітній процес. Оскільки стрімкий цифровий розвиток суспільства потребує від педагогічної науки нових, інноваційних підходів та методів навчання, то однією з важливих якостей педагога, на даному етапі, є готовність до інноваційної діяльності.

На сьогоднішній день існує ряд досліджень новітніх методик і технологій у роботі викладача вищої школи: інтегральна технологія; модульне навчання; особливості проблемного навчання; розвиваюче навчання; особливості групового навчання; поетапне формування активності розумової діяльності; особливості навчання з використанням дидактичного матеріалу; особливості навчання із використання мультимедіа технологій; особливості індивідуально-поточно-групової технології; особливості технологія групової пошукової діяльності на основі емоційно-образного (метафоричного) мислення. Щоб досягти ефективного впровадження інновацій у педагогічній діяльності, перш за все, варто досягти відповідного рівня індивідуальної технологічної готовності викладача. Адже, саме викладачі-новатори часто самі створюють і розробляють педагогічні освітні інновації, нормативні стандарти до них. Таким чином це сприяє поліпшенню науково-теоретичної, методичної та практичної підготовленості педагогічних кадрів зокрема та закладу в цілому, до інноваційної діяльності.

Інноваційний потенціал навчального закладу залежить від кількості педагогічних працівників, які вміють креативно розв'язувати нестандартні завдання, мають яскраво виражений новаторський дух, завжди першими охоче сприймають нове як позитивне.
Ключові слова: *інформаційні технології, інноваційна педагогічна діяльність, педагогічні технології, інноваційний процес, педагогічне новаторство.*

UDC 378.001.76
DOI <https://doi.org/10.32782/2663-6085/2024/70.1.27>

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Introduction. Formulation of the problem. In the modern world, the teaching of foreign languages, in particular English, is becoming an increasingly urgent and important task for higher education. With the development of globalization, international relations and wide access to information, knowledge of English becomes the key to success both in the professional sphere and in socio-cultural life. In this context, innovative pedagogical activity in higher education is of particular importance.

Innovative processes in education at the present stage, especially in higher education, are a logical pattern. Of course, it is possible to distinguish the subjective and social regularities that determine it:

- development of information technologies in all spheres of activity

- philosophy of modern education, its substantive basis is a universal integral aspect

- humanistically oriented modern nature of interaction between participants in the educational process

- increasing the level of responsibility of the professional activity of the scientific and pedagogical worker

All these conditions contribute to the need to increase active self-education in the field of innovative pedagogical activity.

Analysis of current research. Innovative pedagogical activity is the need of a modern teacher. Therefore, scientists, such as O. Dubaseniuk, I. Dychkivska, V. Kopetchuk, L. Kozak, O. Ogienko, M. Ostrovska, A. Sherudylo, N. Tsukanova focus on

various aspects and features of this field of research. Scientific-pedagogical activity of teachers is closely related to their creative development and professional self-discipline. The haste of innovation implies that the teacher is aware of the practical significance of various innovations in the education system not only at the professional level, but also at the personal level.

The purpose of the article. The innovative activity of a modern teacher is successful only on condition of high-quality education, because in the future it is this indicator that should ensure the full implementation of the demanded training program for the future specialist/master. So, in this article we aim to consider some methods of innovative pedagogical activity aimed at meeting the demand for high-quality higher education and ensuring the formation of the necessary competencies of applicants for education.

Presenting main material. Innovative pedagogical activity is the need of a modern teacher. I. Dychkivska [2; 3] deals with the study of the problems of the humanistic orientation of educational innovation processes. According to the scientist, innovative activity is the process of interaction between individuals that aims to develop, transform, and transfer objects into a qualitatively new state. A specific type of creative activity that connects various operations and actions for the purpose of acquiring new knowledge, technologies, and systems. The problem of the essence of pedagogical innovation is thoroughly considered in her book, «Innovative Pedagogical Technologies».

O. Ogienko is engaged in the study of the formation of readiness for the innovative activity of pedagogical workers, as well as the definition of the essence, the justification of the model of their readiness for the introduction of innovations in professional activity and the identification of the conditions for their effective application. New ideas can emerge regarding the role and functions of a professional teacher performing a set of functions due to the advancement of technologies and knowledge, require transitioning from supportive education to innovative education [5].

M. Artyushina discusses the significance of introducing an innovative approach to the process of student professional training. The scientist provides evidence of the most important criteria and indicators for the current readiness of future specialists for innovation [1].

According to L. Kozak, in his practical activity, the teacher acts as a practitioner (research activity) and as a researcher (experimental and innovative activity). To enhance their level of competence, scientific and pedagogical workers must master the methodology of scientific research [4]. A. Sherudylo emphasizes that the innovative activity of the teacher depends on many factors: the level of personal readiness of the teacher for this activity; from the totality of the qualities of the teacher, determining his orientation; from special conditions (knowledge of new technologies,

mastering new teaching methods, the ability to analyze and identify the causes of shortcomings, find actual problems of education and implement effective ways to solve them, etc [6].

The innovative potential of a scientific and pedagogical worker is a certain set of several types of his professional activity, namely, the socio-cultural and creative characteristics of the teacher. These qualities help to improve pedagogical activity, reveal a reserve for using not only the scientific, but also the creative potential of the teacher.

In the modern world of IT technologies, teaching requires new methods – pedagogical innovations, which, in turn, require fundamentally new methodological developments, which is manifested in the form of a new quality of pedagogical innovation. The success of the teacher in the field of innovation involves the improvement of their own skills in the education system, which contributes to personal growth not only at the professional but also at the personal level.

Modern innovative pedagogical activity (innovation) can be carried out in different types of educational institutions (traditional and innovative), thus performing both a stabilization function – consolidation of the existing one, and a search function, which implies a change in the system of traditional learning – reproductive (reproducing) to productive (creative). It is not a secret that reproductive activity during training, based on the reproduction of established patterns of action, is aimed at reproducing learned material. Instead, productive activity is connected not only with the formulation of new goals, but also with their achievement through new means: creative thinking, creative potential, stimulation of mental activity.

So, one of the mandatory components of innovative pedagogy is creativity. Its role in pedagogy is repeatedly confirmed by leading scientists of both world-class and modern domestic educators-practitioners, their research (we reviewed their works above).

The specificity of modern pedagogical work is to form a personality, not a «cog» of a system or mechanism. The entire pedagogical process is considered as a cooperation of all participants in the educational process (teacher and applicants for education). It is an approach that guarantees pedagogical interaction, which contributes to the assimilation of the material provided for by the curriculum.

One of the leading forms of innovative pedagogical activity, as well as its important component, is an experiment. Its results diversify and replenish the educational process. It is the results of pedagogical experiments that make it possible to verify the effectiveness of new ideas and technologies.

In terms of content and functionality, the teachers' experiment can be multi-faceted, whether it's educational, didactic, or research. This method of cognition focuses on investigating pedagogical phenomena under artificially created conditions and conducting

a new search, as an example of how to effectively solve a pedagogical problem. The experiment is also advisable to use when choosing a research method, since it involves the allocation of a number of significant factors that, as a rule, affect the results and allow them to vary in order to achieve optimal results.

Another objective of pedagogical experiments is to evaluate the effectiveness of different pedagogical techniques and methods in structuring the educational process. This type of activity makes it possible to establish a causal relationship between pedagogical techniques and their results: the assimilation of knowledge and skills, the development of creative abilities, the formation of behavioral skills in extreme situations, etc.

A specific type of pedagogical experiment is considered as an innovative pedagogical experiment (pedagogical). The effectiveness of this research and pedagogical activity depends on fundamental changes in methods, content, and forms.

It is important to note that the innovative pedagogical experiment has two functions at once: pragmatic and prognostic. It also has a similar structure, which includes: an object and subject of research; clearly defined purpose of the experiment; tasks and hypotheses; specific techniques and methods; expertise and research programs; stages of the experiment.

The main goal of the innovative pedagogical experiment is the search for improving the effectiveness of the educational process, the formation of applicants for education interest in research activities, self-education.

Thus, among the scientific and pedagogical workers there is a special interest in the innovative pedagogical experience, which includes: relevance, novelty, effectiveness, stability, rationality, perspective. It is these criteria that have become certain benchmarks, with the help of which it is possible to assess the level of achievement of results in the development of the acquired in the process of pedagogical activity during the provision of educational services, knowledge and skills. But it is necessary to apply them comprehensively, and not selectively. Since unsystematic application can entail subjectivism bordering on formalism.

Having a clear understanding of the innovative approach and the method of application, the teacher consistently introduces them into his practical activities. Pedagogical innovations may not be able to be implemented if they are not accompanied by pedagogical expertise and testing. And vice versa – the hasty introduction of innovations subsequently leads to negative consequences. This indicates insufficient formation of the innovation environment. As a result, teachers lack methodical preparation or awareness

of pedagogical innovations. The absolute antipode is a favorable innovation environment. Since, it makes it possible to overcome the resistance of conservative scientific and pedagogical workers of educational institutions, regarding innovations. Furthermore, it assists in dispelling stereotypes in the area of professional pedagogical activity.

Conclusions and prospects for further research. In a view of the above, we want to summarize that in order to effectively introduce innovations in pedagogical activity. First of all, it is necessary to achieve an appropriate level of individual technological readiness of the teacher. Adolf Disterweg, the outstanding German democratic teacher claimed that without a sufficient desire for self-development, scientific activity, a pedagogical worker can get «under the rule of three demons: mechanics, routine, banality». In his opinion, the level of skill of the applicant for education depends on the ability of the teacher to creative search work.

After all, it is innovative teachers who often create and develop pedagogical educational innovations and regulatory standards for them. Thus, it contributes to the improvement of scientific, theoretical, methodological and practical preparedness of pedagogical personnel in particular and the institution as a whole, to innovation.

Concluding, the innovative potential of an educational institution depends on the number of teachers who are able to creatively solve non-standard tasks, have a pronounced innovative spirit, are always the first to willingly perceive the new as positive.

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