

РОЗДІЛ 9. АКТУАЛЬНІ ПИТАННЯ ПЕДАГОГІКИ

INNOVATIVE PEDAGOGICAL ACTIVITY OF A SPECIALIST AS A KEY TO THE RENEWAL OF EDUCATION

ІННОВАЦІЙНА ПЕДАГОГІЧНА ДІЯЛЬНІСТЬ ФАХІВЦЯ ЯК КЛЮЧ ДО ОНОВЛЕННЯ ОСВІТИ

УДК 001.895:37-048.37
DOI <https://doi.org/10.32782/2663-6085/2024/78.2.37>

Mukoviz O.P.,
Doctor of Pedagogical Sciences,
Professor at the Department of Preschool
and Primary Education
Odessa Regional Academy of In-Service
Education

Krasiuk L.V.,
Candidate of Pedagogical Sciences,
Associate Professor at the Department
of Pedagogy, Theory and Methods
of Primary Education
Hryhoriy Skovoroda University
in Pereiaslav

Saraieva I.V.,
Doctor of Philosophy,
Head of the Department of Preschool
and Primary Education
Odessa Regional Academy of In-Service
Education

The article examines the essence, structure and features of innovative pedagogical activity as one of the key components of the modern educational process. Innovative activity is defined as a multifunctional and complex activity of a teacher, aimed at the transformation of the educational environment through the creation, implementation and dissemination of the latest ideas, technologies and methods. The relationship between innovative activity and creativity, pedagogical creativity and personal growth of the teacher is revealed. Approaches to the interpretation of the concept of «innovative pedagogical activity» by various scientists emphasizing its complexity, purposefulness, motivation, activity and productivity are highlighted. In particular, the main principles of innovative activity (integration, differentiation, democratization, individualization of education) and functions (gnostic, projective, constructive, communicative, organizational) that ensure its effectiveness are considered. The authors point out that innovative pedagogical activity involves not only the updating of teaching methods and technologies, but also the development of the teacher's creative potential, his ability to adapt to changes in the professional environment. The main factors that affect the success of innovative activities are determined, including the level of professional readiness of the teacher, provision of favorable conditions in educational institutions, financial and organizational incentives. The results of the study emphasize the importance of supporting innovative activities by the administration and society, and also emphasize the need to create conditions for professional growth and creative self-realization of teachers. The article offers a holistic approach to understanding innovative pedagogical activity and provides practical recommendations for its implementation in the education system.

Key words: innovation, innovative activity, innovative pedagogical activity, innovative technologies, innovative processes, pedagogical creativity, professional growth of the teacher, educational process.

У статті досліджено сутність, структуру та особливості інноваційної педагогічної

діяльності як одного з ключових компонентів сучасного освітнього процесу. Інноваційна діяльність визначена як багатofункціональна та комплексна активність педагога, спрямована на трансформацію освітнього середовища через створення, впровадження та поширення новітніх ідей, технологій і методів. Розкрито взаємозв'язок інноваційної діяльності з творчістю, педагогічною креативністю та особистісним зростанням учителя. Висвітлено підходи до трактування поняття «інноваційна педагогічна діяльність» різними науковцями, що акцентують увагу на її складності, цілеспрямованості, мотивації, активності та продуктивності. Зокрема, розглянуто основні принципи інноваційної діяльності (інтеграція, диференціація, демократизація, індивідуалізація освіти) та функції (гностична, проєктувальна, конструктивна, комунікативна, організаторська), які забезпечують її ефективність. Автори зазначають, що інноваційна педагогічна діяльність передбачає не лише оновлення методів і технологій навчання, але й розвиток творчого потенціалу педагога, його здатності адаптуватися до змін у професійному середовищі. Визначено основні чинники, які впливають на успішність інноваційної діяльності, включно з рівнем професійної готовності педагога, забезпеченням сприятливих умов у закладах освіти, фінансовими та організаційними стимулами. Результати дослідження підкреслюють важливість підтримки інноваційної діяльності з боку адміністрації та суспільства, а також наголошують на необхідності створення умов для професійного зростання та креативної самореалізації педагогів. Стаття пропонує цілісний підхід до розуміння інноваційної педагогічної діяльності та надає практичні рекомендації щодо її впровадження у систему освіти.

Ключові слова: інновації, інноваційна діяльність, інноваційна педагогічна діяльність, інноваційні технології, інноваційні процеси, педагогічна творчість, професійне зростання педагога; освітній процес.

Statement of the problem in a general form. The Ukrainian sphere of education is at an important stage of innovative development, which requires adaptation of pedagogical practice to modern requirements and conditions. This process involves profound changes in approaches to the organization of education, where the emphasis is not only on knowledge, but also on the development of intellectual, social and emotional skills of students. According to the Concept of the New Ukrainian School, the educational process should be

inclusive, aimed at ensuring that every student feels successful and develops on the basis of his individual abilities and interests. In this context, the role of the teacher changes: he becomes not only a carrier of knowledge, but also an adviser, partner, mentor and reliable support for students, supporting them in the process of learning and self-development.

The system of pedagogical activity is also changing: it must be flexible, adapted to new conditions, with an emphasis on creativity, innovation and critical

thinking. An important stage of this transformation is the training of pedagogical personnel who are able to apply innovative methods and technologies in the educational process. Teachers must have innovative thinking that allows them not only to adapt to changes, but also to actively influence the development of the educational environment. This requires teachers not only to have professional knowledge, but also to be able to model, implement and evaluate the effectiveness of new approaches to learning.

Thus, one of the priority tasks of modern education is the creation of conditions for the development of an innovative style of thinking among pedagogical workers, which will allow them not only to effectively respond to the challenges of the time, but also to actively form an innovative pedagogical process aimed at the maximum development of students' potential.

Analysis of recent research and publications.

The theoretical and methodological principles of training teachers for innovative activities were reflected in the works of such scientists as I. Dychkivska, O. Dubasenyuk, I. Zyazyun, V. Kremen, N. Nichkalo, V. Palamarchuk, I. Podlasy, O. Pometun, O. Shapran and others. These works highlight the key aspects of the formation of professional competence necessary for the introduction of innovations in the educational process.

However, the analysis of modern psychological and pedagogical literature indicates the presence of certain gaps in the coverage of certain aspects of this issue. In particular, the issues of finding and substantiating innovative activities focused on the development of innovative competence of teachers remain insufficiently developed.

The relevance of these studies is due to the modern challenges facing the educational system, in particular, the need to integrate new approaches, technologies and methods into the educational process. This especially applies to the adaptation of teachers to rapid changes in the professional environment, which requires them to be flexible, ready for lifelong learning and able to effectively apply innovative practices to improve the quality of education.

Highlighting previously unresolved parts of the overall problem. The issue of generalizing approaches to justifying the phenomenon of «innovative pedagogical activity» of a specialist needs further clarification and research.

The purpose of the article is theoretical substantiation, systematization of approaches and definition of the main principles, functions and structural components of innovative pedagogical activity to improve its implementation in the practice of modern education.

Presentation of the main material. Innovative pedagogical activity as a special type of creative

activity is aimed at updating the education system. It is the result of human activity not so much in adapting to the external environment as in changing it in accordance with personal and social needs and interests.

Innovative activity, being a complex and multifaceted phenomenon, its content includes the process of interaction of individuals, aimed at the development, transformation of the object, at its transfer to a qualitatively new state; systematic activity regarding the creation, development and application of new means; a special type of creative activity that combines various operations and actions aimed at obtaining new knowledge, technologies, systems. All these manifestations characterize innovative activity in the pedagogical field.

Scientists interpret the concept of «innovative pedagogical activity» in different ways. The interpretation of the content of this category is devoted to the work of V. Berezyuk, O. Voloshinoy, I. Dychkivska, S. Zaslavska, E. Kovalenko, L. Kozak, V. Menyaylo, O. Rudik, L. Sushchenko, etc. The analysis of psychological and pedagogical literature shows that although the issue of innovative pedagogical activity has become the subject of research by many Ukrainian and foreign scientists, in modern pedagogical theory there are disagreements regarding the interpretation of this concept. So, for example, in the pedagogical literature, innovative pedagogical activity is considered from two points of view: according to the stages of idea development, acquisition of new knowledge and competences, and implementation of innovative processes in educational practice; as a higher level of pedagogical creativity and invention. Both approaches have their significance in the context of the development of modern education.

I. Havrysh points out that the innovative professional activity of a teacher is a complex activity aimed at creating, implementing and spreading educational innovations [2, p. 45].

I. Dychkivska defines innovative pedagogical activity as a unique type of creative activity, which is based on reflection, understanding of one's own pedagogical experience by comparing and studying different pedagogical approaches, methods, technologies and students' own actions in order to obtain effective approaches and tools. During innovative pedagogical activity, teachers are ready for changes and development of the educational process in order to obtain better results and implement quality pedagogical practice. The researcher points out that in institutions of a new type, innovative activity performs stabilization and search functions, which reflect different and interconnected levels of pedagogical activity in the process of its self-development – reproductive (reproducing) and productive (creative). Productive activity is associated with the formulation

of new goals and their achievement with the help of new means. Innovative pedagogical activity is one of the types of productive activity [4, p. 249].

According to Yu. Budas innovative pedagogical activity is the highest degree of pedagogical creativity, the process of generating innovative ideas, their introduction and dissemination, updating pedagogical theory and practice, an alternative to the conservative, traditional, established and authoritarian style of activity [1].

Innovative pedagogical activity, according to T. Demydenko's definition, is a complex and multifaceted phenomenon that encompasses various aspects of the interaction of all participants in the educational process aimed at improving the quality of the education system; a set of different types of work, which are different in terms of goals and nature, belonging to important stages of the development of innovative processes, focused on making adjustments by the teacher to the system of his own professional activity. These manifestations outline the complexity of pedagogical innovative activity, which requires creativity, flexibility, constant professional growth and the desire to make positive changes in the educational process from teachers.

Summarizing the approaches of scientists, we can define innovative pedagogical activity as a complex, multifunctional activity of an individual, based on his activity and aimed at understanding the pedagogical experience and transforming the educational process based on it in order to increase the effectiveness of pedagogical influences through the introduction of innovations.

Innovative pedagogical activity has its own structure, which is formed by interconnected components (external – subjects of activity, object of influence, goal, means of achievement, result, correction and internal – motives, content of the operation).

The innovative activity of a teacher involves observing the following principles:

1. *The principle of integration of education.* It requires attention to each child as an individual, orientation to the formation of a citizen with high intellectual, moral, and physical qualities.

2. *The principle of differentiation and individualization of education.* It requires the provision of conditions for the development of the abilities of each pupil. The maximum development of the child's abilities, regardless of the socio-economic and social status of his family, gender, nationality, religion.

3. *The principle of democratization of education.* It provides for the creation of prerequisites for the development of activity, initiative, creativity of students and teachers, involvement of the public in school management [5].

The implementation of these principles involves a change in the nature of the educational system,

content, methods, forms, and technologies of education and training. The goal of education under such conditions is the free development of individual abilities, motives, personal values of a versatile, creative personality.

Innovative pedagogical activity also performs a number of functions, namely:

- the gnostic function, which involves familiarization with new knowledge, analysis and forecasting of students' educational and cognitive activities and their own professional activities;

- design function, which foresees the long-term planning of tasks and methods of solving them and contributes to the development of new approaches;

- a constructive function, which determines the implementation of joint activities by all participants of the educational process to achieve the set goal;

- communicative function, which includes active communication of the teacher with colleagues and students;

- organizational function, covering systematic organizational activity.

Distinctive features of the teacher's innovative activity:

- novelty in goal setting and tasks;

- deep content;

- originality of application of previously known and use of new methods;

- solving pedagogical tasks;

- development of new concepts, content of activities, pedagogical technologies based on humanization and individualization of the educational process;

- the ability to consciously change and develop oneself, to contribute to the profession [3].

N. Razina singled out the main signs of innovative pedagogical activity:

1. Purposefulness. The choice of areas of innovative activity is conditioned by the goals of the development of the educational institution. It can be carried out in order to qualitatively change the pedagogical system, develop the personal and professional competence of teachers, increase the scientific potential of the educational institution, improve the quality of specialist training, increase the education of teachers and students.

2. Activity. The defining quality of innovative activity is activity, since, unlike traditional activity, it requires going beyond the limits of regulatory activity and realizing the internal need to achieve something new. Only the presence of an internal need to learn and introduce new things is an incentive for the subject's active participation in innovative activities and leads to creative self-expression. Innovative activity can be considered as a purposeful activity that gives a personally meaningful result.

3. Consciousness. Innovative activities are carried out by subjects of education. Consciousness

is associated with purposefulness and is manifested in the intention to achieve socially significant goals (educational, professional, scientific, self-education, etc.). Inclusion in a conscious activity that needs to be considered, designed, provided and managed expands the possibility of self-discovery and self-improvement of the teacher's personality.

4. Motivation. A defining aspect of innovative activity is its motivation. This is due to the fact that innovative activity is associated not only with the ability to solve known tasks, but also with the availability of motivational readiness, susceptibility to search and solving tasks beyond any external control.

5. The subject of innovative activity is manifested in the expression of the subject's relationship with the innovation (activities of development, design, development, testing, implementation), while the focus of innovative activity on pedagogical innovations has socially significant goals.

6. Productivity of innovative activity. A decisive aspect of the transforming influence on the subject of innovation is the close connection of innovative activity with scientific research knowledge. When they are implemented, the potential opportunities of teachers are maximally actualized, favorable conditions for self-realization are created [7, p. 6].

Analysis of the concept of «innovative pedagogical activity» is impossible without revealing the content of the concept of «pedagogical creativity». According to N. Plahotniuk, creativity plays an important role in innovative pedagogical activity, it is an integral part of it. Without a creative element, innovative processes are simply impossible. The object and result of pedagogical creativity is the pupil, his personality.

Pedagogical creativity is considered in a broad and narrow sense. In a narrow sense, pedagogical creativity is considered as the formation of new pedagogical systems, processes, and pedagogical innovations. In a broader sense, the creative activity of a teacher means the formation and solution of any problems that constantly arise in the pedagogical process. Creativity is a necessary condition for the pedagogical activity of every teacher, its essential characteristic. It is present in every step of the teacher (during preparation for classes, in interaction with students, etc.). The ability to be creative, the ability to see and solve pedagogical problems in an original way, quickly navigate pedagogical situations and predict results is called pedagogical creativity [6].

The innovative activity of a teacher depends on:

- from the level of the teacher's personal readiness for this activity (ability to work, readiness for creativity, high emotional status);

- from the totality of the teacher's qualities, which determine his focus on improving his own pedagogical activity;

- from special conditions (knowledge of new technologies, mastery of new teaching methods,

ability to analyze and identify the causes of shortcomings, find actual problems of education and implement effective ways to solve them);

- from the conditions existing in a specific educational institution: financial interest (supplements, bonuses; favorable moral and psychological microclimate and creative atmosphere; assistance in obtaining information about innovative technologies; assistance of the administration of the institution to the relations of cooperation of the teacher with students and colleagues, the correct selection of the most significant incentives in accordance with the specificity of their relationship, taking into account the influence of barriers).

Conclusions. Innovative pedagogical activity is a multifaceted process that combines creative, organizational and research components aimed at updating the educational system in accordance with the needs of modern society. The essence of innovative pedagogical activity is determined by its structure, which includes external and internal components, such as subjects, goals, methods, results, motivation and operations. The implementation of innovative activity in the pedagogical field is based on the principles of integration, differentiation, democratization and individualization of education, which contribute to the formation of a creative and active personality. The main functions of innovative activity are: gnostic (obtaining new knowledge and analyzing the educational process); design (prospective planning and development of innovations); constructive (joint activity of participants in the educational process); communicative (active interaction between participants); organizational (ordering and management of processes). Distinctive features of innovative pedagogical activity, such as novelty, originality, ability to change and develop, make it an important tool for improving the quality of education. The main factors of the success of a teacher's innovative activity are: the level of his professional readiness, provision of favorable conditions in educational institutions, motivation to implement innovations and an active position regarding self-education. Creativity and pedagogical creativity are integral elements of innovative activity that determine its efficiency and effectiveness. Successful implementation of innovative pedagogical activities requires a systematic approach, support of administrative resources and financial incentives, creation of a creative environment in educational institutions, as well as the readiness of teachers for changes.

The conducted research does not exhaust all aspects of the solution of the specified problem. We see the prospects for further research in the study of the experience of other countries regarding the

introduction of innovations in pedagogical activities and the adaptation of these methods to the specifics of Ukrainian education. This will allow implementing the most effective strategies, adapting them to national realities.

BIBLIOGRAPHY

1. Будас Ю. О. Підготовка майбутніх учителів до інноваційної педагогічної діяльності засобами ділової гри дис. ... канд. пед. наук: 13.00.04; Вінницький державний педагогічний університет імені Михайла Коцюбинського. Вінниця, 2010. 238с. <https://library.vspu.net/server/api/core/bitstreams/e6381921-0661-40da-bcc2-b38388537f91/content> (дата звернення 30.12.2024р)

2. Гавриш І. В. Теоретико-методологічні основи формування готовності майбутніх учителів до інноваційної професійної діяльності: дис. ... доктора пед. наук: 13.00.04; Харківський національний педагогічний ун-т ім. Г.С. Сковороди. Харків, 2006. 563 с. file:///C:/Users/%D0%9A%D0%BE%D1%80%D0%B8%D1%81%D1%82%D1%83%D0%B2%D0%B

0%D1%87/Downloads/Dis1.doc.pdf (дата звернення 5.01.2025 р).

3. Демиденко Т. М. Підготовка майбутніх учителів трудового навчання до інноваційної педагогічної діяльності : дис. ... канд. пед. наук: 13.00.04; Луганський національний педагогічний університет ім. Т. Шевченка. Луганськ, 2004. 220 с.

4. Дичківська І.М. Інноваційні педагогічні технології: навчальний посібник. Київ: Академвидав, 2004. 352 с.

5. Інноваційна діяльність педагога: від теорії до успіху. Інформаційно-методичний збірник / упорядник Г.О. Сиротенко. Полтава: ПОІППО, 2006. 124 с.

6. Плахотнюк Н. Ефективність технології підготовки майбутніх учителів до інноваційної діяльності засобами навчально-ігрового проектування. *Проблеми підготовки сучасного вчителя*. 2011. № 4(2). С. 112–120.

7. Разіна Н. Акмеологічний підхід до розвитку професіоналізму сучасного педагога в інноваційному освітньому середовищі середньої школи. *Вісник наукової школи педагогів «АКМЕ»*. 2009. Вип. 3. С. 8.