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PEDAGOGICAL INNOVATIONS IN THE EDUCATION SYSTEM

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The urgency of the topic is due to the general trends of development and humanization of education, the introduction of new methods and technologies in the field of teaching subjects. It is sometimes difficult for a modern teacher to navigate in the rapid flow of professional and methodological information, to understand the essence of innovations and to implement them in practice. The implementation of state educational standards by a modern secondary school requires creative research related to the further development of pedagogical science. The main thing in this regard is the creation of new projects, the disclosure of internal connections that exist between learning and the appropriate nature of personal development. In recent years, the idea of developmental learning, which is associated with fundamental changes in the system of teacher education, has become increasingly popular. Given the current educational realities, a number of provisions of pedagogical innovations occupy an important place, directing the teacher's work to the comprehensive development of students, the formation of their creative abilities, abilities and skills to find new ways to solve practical problems, apply acquired knowledge in future activities.

An important contribution to the development of theoretical and practical aspects of pedagogical innovations was made by MV Elkin, VS Lazarev, NV Konoplina, VB Novikov, GK Selevko, OI Pometun, LV Pirozhenko, VV Davidov, LV Zankova, I.Ya. Yakymanska. Yes, V.S. Lazarev, NV Cannabis believes that a teacher should be the subject of at least four activities: pedagogical, innovative, collective self-government and self-development. In each of them certain tasks should be solved: in pedagogical activity: construction of a training course; carrying out of separate actions; individual work with students; in innovative activity: introduction of innovative experience of other teachers; own development of innovations; conducting pedagogical experiments; transfer of own innovative experience; in the activities of collective self-government: maintaining a favorable climate in the team; ensuring the effective work of "course" teams, methodological associations, problem (project) groups of teachers; participation in the development of collective decisions; in the activity of self-development: general cultural self-development; professional self-development; physical self-development. Solving these problems requires the teacher to perform a variety of actions, which are first built in the mind, and then implemented.

Thus, in his practical activity, the teacher acts both as a subject and as a performer. As a subject, the teacher can perform the functions of: analysis, planning, organization, control, design, motivation, evaluation, communication. To implement these functions, the teacher must have the appropriate tools and be able to apply these tools in practice.

In the conditions of collective innovative activity there is an opportunity to develop abilities of the teacher. VA Bolotov, VB Novikov believe that in the process of preparation for professional activity in the future teacher should be formed primarily: pedagogical guidelines aimed at student development; ability to design one's own pedagogical activity depending on specific situations; ability to comprehend one's own pedagogical experience [3].

Innovative orientation of teachers' activity includes a separate component - introduction of achievements of pedagogical science. Modern pedagogical ideas, the results of scientific research in pedagogy and psychology for teachers, heads of educational institutions often remain unknown due to lack of timely information. The concept of "implementation" means a specially organized system of studying the results of basic and applied research,

justification of their feasibility, the development on this basis of the need to apply scientific results in practice.

The technology of implementation of scientific achievements in practice has two stages: the choice of the problem and the organization of the work of the teaching staff on the problem. The choice of the problem involves the selection of ideas, goals, objectives, provisions, conclusions of research. This helps to focus on specific scientific and methodological material, to concentrate on it all the creative activities of the team: the educational process, methodical and independent work of teachers.

The organization of work of pedagogical collective of school on a problem consists of three stages: preparatory, research, final. At the preparatory stage, a creative group is created, which includes experienced teachers with creative abilities. The creative group selects, formulates the problem, clarifies its aspects, which have received theoretical justification, gets acquainted

possible experience of its solution in other educational institutions, regions of the country. Then the creative group informs teachers of the research program, helps each teacher taking into account his interests, level of knowledge, difficulties to choose a creative task. There are different options for organizing work on the problem: when all participants study the same issues at different sites (for example, creative tasks related to the activation of cognitive activity of students can be solved by each teacher or group of teachers in their specialty); when different teachers or groups work on different aspects of the problem; when the study of the most complex and difficult scientific, pedagogical and practical issues is entrusted to the members of the creative group, the rest of the teachers study their activities and on this basis make adjustments to their work. In all cases, teachers are involved in research activities that require purposeful study of scientific achievements, their testing in their practice, finding the best options for solving specific problems. At the research stage, the teacher constantly turns to theory and best practices, which allows him to restructure his practice at the research level. In the course of research work receptions and means of these or those techniques are tested, generalizations about their efficiency are made, lessons, educational affairs, other pedagogical actions are specially prepared.

The generalized results of studying a certain aspect of the problem are tested, specified, after which teachers make reports on their experience, their own creative findings. The obtained results are implemented in the practice of all teachers of the educational institution. In the process of working on the problem, the heads of educational institutions periodically hold operational meetings, which discuss the successes, reveal typical shortcomings, organize a collective exchange of views and identify unresolved issues. The final stage of work on the problem involves the analysis of results and generalization of the accumulated material. The main conclusion of the stage is the answer to how the use of new methods, techniques, tools has affected the quality of knowledge, skills and abilities of students, their level of development and education.

In the conditions of democratization of school management the independence of each teacher in the choice of these or those questions of pedagogical activity on which he creatively grows grows. At the same time, the role of collective search is increasing. In any case, each teacher needs a certain coordination of this activity, a certain moral and psychological environment - an innovative environment that ensures the introduction of innovations in the educational process of the educational institution. The educational present requires global changes in quality - methodological space: the process of professional development, improvement and development of educational entities; formation of professional readiness of educators for partnership activities with representatives of public and private institutions that take care of the problems of the educational sector, the public to address topical issues of

education and upbringing of youth; to know perfectly the real state of professional growth of pedagogical workers in terms of professional needs, difficulties, problem areas and promising approaches; to accept methodical work on formation of professional competence of participants of educational process in a set of interconnected and interacting components. As a holistic system of actions and measures to increase and enrich the professional potential of educational entities within the districts, scientific and methodological work should be innovatively flexible and appropriate to the reform processes in education [1].

The above gives grounds to actualize the problem of modernization of scientific and methodological support of continuous professional growth of the subjects of open innovation space, search and selection of effective forms and methods of methodological cooperation, training on the basis of the methodological system. Forms of methodical work with pedagogical staff are external manifestations of coordinated cooperative, group, pair and individual activity in the educational process, which is carried out in accordance with a certain procedure and regime. The process of organizational and methodological modeling of the innovative system of methodological support of the functioning of the educational space should be carried out under conditions of optimal compliance with the ratio of general, group, individual, formal and informal, compulsory and voluntary types of methodical work and self-education aimed at forming professional competence of educators and employees of public institutions for productive activities within educational territories.

The specificity of this aspect of the methodological service is that the subject-subjective relations of the participants of the methodical district polylogue should take place under the conditions of inclusion in it not only educators - specialists in pedagogy, but also representatives of state - public institutions working in partnership. This fact requires the development of a district model of methodical work taking into account the multidisciplinary professional orientation of the participants of the methodical process, different degrees of approach to educational problems and different opportunities for its optimal solution. The problem of pedagogical education of the district community and, in particular, its assets involved in the management of the district [2] becomes relevant.

In the context of experimental conditions of developmental learning is to take into account and reconcile the main factors of development (innate and inherited inclinations, environmental influences, learning and education) that stimulate the development of each student's personality towards achieving high limits of self-realization and self-improvement. The main goals of innovative development of Ukraine are: human development as a person, preservation and protection of his health and living environment, creating conditions for highly productive creative safe work and modern life.

The development of the latest programs of personal development of students in Ukraine meets the requirements of modern society and innovative educational process and promotes the principles of vitacultural paradigm, based on the creation and implementation of a highly effective system of comprehensive diagnostic and correctional support of the educational process. methods and technologies of modular developmental education, as well as provides multidisciplinary, systematic, harmonious development of inclinations, abilities and talents of each in the context of high limits of mutual realization and spiritual self-improvement.

Innovative approaches to modern technologies of educational institutions determine the saturation of the educational process, reorientation of priorities, provide methodological and psychological preparation of the teacher for life. Thus, innovation processes are a mechanism for intensive development of the pedagogical process.

References

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