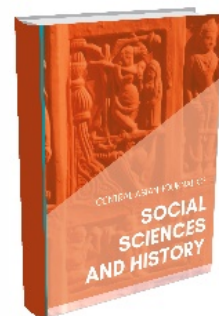




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Innovative Educational Process as Basis of Pedagogical Integration

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ABSTRACT

An analysis is made of the concepts of ‘innovation’, ‘innovative process’, ‘innovative educational process’, ‘innovative activity of the teacher’ and ‘continuous education’. The provided content analysis of definitions and structure of innovative processes as a whole, as well as of models of realization of innovative educational processes and innovative activity of the teacher allowed the authors to define innovative educational process as a methodological basis of a pedagogical intergration.

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Introduction

Today it is becoming obvious that the change of centuries and millennia leads to inevitable changes in the social order of life. The transition to the post-technological stage of society's development, accompanied by the rapid spread of information technologies in all spheres of life, requires a rethinking of existing approaches to education and the search for new ones.

In this regard, a qualitatively new educational system should be created that is able to design and reproduce in reality all the richness of the phenomena and connections of the material and spiritual life of society.

The goals of education relate to the historically socially varied ideals of the individual and the educated person. The goals of society and the goals of students are also related to each other: the less

educated a growing person is, the more his spontaneous goals diverge from social and pedagogical ones. The removal of this contradiction implies a gradual convergence and, ultimately, the coincidence of the personal meanings of the activities of the parties involved in education. In this regard, the analysis of those trends that originated in the last century, may continue in the current century, having a significant impact on the formation of the education system, becomes particularly relevant and important.

According to estimates in the field of education, the efforts of the world community are focused on resolving the following contradictions:

- between the general and the particular: the gradual transformation of a person into a citizen of the world without losing their roots and with active participation in the life of the nation and their regional communities;
- between traditions and modern trends: adaptation without denying one's own roots, dialectical connection of independence with freedom, management of technological progress associated with the development of new technologies in the field of information;
- between a significant increase in information and the ability of a person to assimilate it;
- between competition for success and the pursuit of equality of opportunity in economic, social and educational policies;
- between a market economy and a socially oriented market society.

In addition, the main elements of training should include the three leading principles of education: learn to acquire knowledge; the ability to work; learn to live.

First of all, it is necessary to learn how to acquire knowledge. In the conditions of scientific and technological progress and the development of new forms of economic and social activity, the most optimal combination is a broad general cultural education with a deep development of specific highly specialized knowledge. In the modern world, the general cultural level is the foundation for lifelong learning.

Main part

According to UNESCO, the priority task of adult education is to provide a person with a complex of knowledge and skills necessary for an active, creative and satisfying life in a modern, dynamically developing society. We are talking about the constant, incessant development of a person as an employee, a citizen, a person, an individual throughout his life.

In contrast to the western pedagogical theory and practice of continuing education, where the emphasis is placed on the continuous nature of adult education after receiving basic education, in the domestic pedagogical tradition, the continuity of education is mainly considered in relation to all levels of the educational system. Continuous education is understood as step-by-step and integral in its elements lifelong process that ensures the progressive development of the creative potential of the

individual and the comprehensive enrichment of his spiritual world.

Considers continuing education in two aspects:

1) organizational and pedagogical as "a really functioning and constantly developing system of state, public and private institutions that provide the opportunity for general and professional education of a person throughout his life";

2) as "the most important socio-pedagogical principle that reflects the current trend of building education as an integral system aimed at the development of the individual and forming a condition for social progress". From this point of view, continuing education is "an element of the life activity of the individual as a whole, a condition for the constant development of intellectual potential in a temporary changing world."

With the transition to continuous education, basic education, which is a universal mass, necessary and mandatory for every member of society, increasingly needs to be supplemented by types, forms and methods of education that meet educational needs, the more different the more different the spheres of activity in which they arise.

In this regard, the issue of large-scale innovative processes, processes of social and pedagogical creativity is being updated. Today, these are not its individual islands, but a mass phenomenon, a deep current of pedagogical thought, one of the leading strategies for the development of domestic education.

The concept of "innovation" first appeared in the research of cultural scientists in the XIX century and meant the integration of some elements of one culture into another. At the beginning of the XX century, a new field of knowledge was formed - the science of innovations, in which the laws of technical innovations in the field of material production began to be studied.

Innovatika developed as an interdisciplinary field of research at the intersection of philosophy, psychology, sociology, management theory, economics, and cultural studies.

The development of pedagogical innovation in our country is associated with a mass social and pedagogical movement, with the emergence of a contradiction between the existing need for rapid development of the school and the inability of teachers to implement it. In this regard, the need for new knowledge, for understanding the new concepts of "innovation", "new", "innovation", "innovation process", etc. has become more acute.

Most researchers define innovative processes in education as a system that actively responds to the challenges of socio-cultural reality and does not reject existing traditions, making fundamental changes in education, upbringing and personal development. In innovative processes, not only the pedagogical activity itself, its inherent means and mechanisms are transformed, but also its target settings and value orientations are significantly rebuilt.

The adoption of innovative ideas in education by the public can be carried out if the pedagogical interaction of all subjects of the educational process is ensured.

One of the aspects of pedagogical interaction is the innovative educational process.

Innovation processes involve openness to culture and society, as well as the openness of one's "self", one's own inner world. The pedagogical environment is organized in such a way as to promote the formation and development of the image of the "I". Within the framework of innovative education, conditions for the development of the individual are created, their right to individual creative contribution, to personal initiative, and to freedom of self-development is exercised.

Innovative educational processes are based on various forms of interaction, which develop in the logic of restructuring the levels of self-regulation-from maximum teacher assistance to children in solving educational problems to a consistent increase in their own activity, up to fully self-regulated subject actions and the emergence of a position of partnership with the teacher.

Considering the microstructure of the innovation process, scientists distinguish the concept of the "life cycle" of innovation, which proceeds from the fact that innovation is a process that takes place in time. In this process, the stages that differ in the types of activities that ensure the creation and implementation of the innovation are identified.

Revealing the concept of "pedagogical innovation", R. N. Yusufbekova defines it as the content of possible changes in pedagogical reality that lead to a previously unknown, previously unknown state, result, developing the theory and practice of teaching and upbringing. This content may relate to the pedagogical reality as a whole or its individual components.

Considering the system of basic concepts of pedagogical innovation, R.N.Yusufbekova identifies three blocks in the structure of innovative processes in the education system.

The first block is the block of creating new things in pedagogy. Here we consider such categories as the new in pedagogy, the classification of pedagogical innovations, the conditions for creating the new, the criteria for novelty, the measure of the readiness of the new for its development and use, traditions and innovation, the stages of creating the new in pedagogy. At the same time, the development of the categorical field of the theory of the new in pedagogy is of great importance. These concepts are studied by pedagogical neology.

The second block is the block of perception, development and evaluation of the new: the pedagogical community, evaluation and varieties of the processes of mastering the new, conservatives and innovators in pedagogy, the innovative environment, the readiness of the pedagogical community to perceive and evaluate the new. These concepts are studied by pedagogical axiology.

The third block is the block of using and applying the new one. This section examines the patterns and varieties of implementation, use and application of the new. This block of concepts is related to the doctrine of implementation, which is called pedagogical praxiology.

A holistic understanding of innovation processes requires the disclosure of the leading trends and contradictions in their development. Innovative processes that combine the creation, development and application of pedagogical innovations, due to their unity, can significantly accelerate the processes of

updating the education system as a whole. And it is not accidental, therefore, that the study and implementation of all three links of innovative processes are increasingly included in the education system at its various levels, up to individual schools.

The intensification of innovative processes in pedagogy is associated not only with the social order and the means available in theoretical research and innovative experience that can ensure its implementation, but also with significant changes in the sphere of consciousness of the pedagogical community as a whole. The psychological readiness of teachers to adopt a system innovation is the most important condition. It is especially important to understand this now, when our school is going through the initial stage of a radical innovation process caused by the restructuring of the entire life of society, which has already led to a rethinking of the theoretical heritage of our pedagogy, a return to its humanistic foundations.

Innovations, innovations, innovative processes have their own carriers. The definition of the basic concepts of innovation cannot be complete without describing the people who implement innovations. We are talking about innovative teachers who bring constructive novelty to the pedagogical reality. The creative abilities and personality of the teacher do not allow us to replicate the pedagogical experience automatically and without changing it. The subjective factor plays a crucial role at the stage of introduction and dissemination of innovations. The teacher-innovator acts at this stage as a carrier of a specific innovation and at the same time as a creator or modifier of it in the process of implementation. In a more general way, we can give the following description of the innovators. Innovators are those who aim to introduce something new. They can be both from the organization itself (teachers, school administration), and from outside (figures of educational bodies, teachers-researchers, etc.). For teachers of innovators, not only high intellectual potential is characteristic, but also a critical attitude to reality, an aspiration to find an alternative to its imperfection. Therefore, such teachers often find themselves in conflict with their environment. In this regard, it is necessary to work with innovative teachers as a specific social category that occupies a special place in the pedagogical community and has its own structure, psychology, and needs. Without understanding this, it is impossible to develop innovative processes, to spread innovations in schools.

Individual-creative approach in the innovative activity of the teacher involves the teacher's awareness of himself as a creative individual, the definition of his professional and personal qualities that require improvement and adjustment. The need for self-improvement is the main motive and core quality of the teacher-innovator.

The structural and functional components of innovation activity identified by the authors are in close interaction and form an integral, dynamic system.

The proposed system of criteria for the level of formation of innovative activity of the teacher, manifested in specific features, deserves attention. Thus, the creative receptivity to pedagogical innovations implies the openness of the teacher's inner world to culture, society, the permeability to other experiences, the willingness to change, etc.

The creative activity of the individual teacher-innovator is manifested in the degree of intellectual initiative, in the manifestation of pedagogical intuition and improvisation.

Methodological and technological readiness to introduce innovations involves knowledge of methods and techniques of pedagogical search, decision-making technology, the ability to choose an innovative problem and research topic, to draw up a detailed program of experimental work in school, knowledge of the methodology of drawing up the author's program and curriculum, various ways of introducing innovations in the pedagogical process, etc.

The culture of communication implies mastery of the art of dispute resolution, conflict resolution, tolerance, empathy, etc.

The model presents 4 levels of innovation activity formation. The adaptive level of innovative activity of the teacher is characterized by an unstable attitude to innovation. Technological readiness is related to the use of their experience. Professional and pedagogical activity of the teacher is based on a pre-worked scheme, algorithm, creative activity is practically not shown, professional development is carried out as necessary through various courses. Innovation is mastered only under the pressure of the social environment, as a rule, at this level there is a refusal to use innovations in their own practice.

The reproductive level is characterized by a more stable attitude to pedagogical innovations, a desire to establish contacts with innovative teachers is manifested, a higher index of satisfaction with pedagogical activity is noted, and the need for self-improvement is realized.

The heuristic level of innovation activity is generally characterized by greater purposefulness, stability, and awareness of the ways and methods of introducing innovations. Noticeable changes occur in the structure of the technological component, indicating the formation of the teacher's personality as a subject of an alternative concept, technology or content of education. Teachers of this level are always open to new things, they extract new information from communication with other groups.

The creative level is characterized by a high degree of effectiveness of innovative activities, has a high sensitivity to problems, and creative activity. In the innovative activity of teachers, improvisation, pedagogical intuition, creative imagination, which ensure the creation of original author's approaches to the education of children, occupy an important place. They often initiate the creation of author schools, seminars, and conferences on innovative pedagogy. They are willing to share their teaching experience, have a good command of the skills of organizing a collective discussion, resolving conflict situations.

Thus, the success of the implementation of any innovation is closely related to innovative behavior, which is an action where the personal relationship of the subject to the changes taking place is manifested. The choice of innovative behavior correlates with the level of innovativeness of each particular subject, its predisposition to innovation (where innovativeness is an emotional and evaluative attitude to innovations, a difference in the subjects' receptivity to innovations, to new ideas in a given system, and experience, which is more not only a movement to spread innovations, but a

personality trait that is characterized by a high sense of the new, the desire for creativity).

A teacher involved in innovative educational processes must possess both a highly developed individual culture of information processing (including with the help of modern computer technologies), and be able to adapt it in accordance with the capabilities of children, have didactic abilities.

A teacher is able to realize himself creatively, to work productively, if he is given the opportunity to competently choose different trajectories of pedagogical activity through the formation of an individual style of searching and finding adequate ways and means of realizing his individuality.

This opportunity is created in various interactions with the factors of the innovative learning environment, designed to ensure both personal growth and the formation of psychological and pedagogical new formations. The productive interaction of external conditions and subjective characteristics of the teacher ensures his creative self-determination, in which the correspondence of personal prerequisites to professional activity and the depth of understanding and comprehension of the content of pedagogical innovations is established. On the basis of this, the teacher himself builds subjectively acceptable learning models and selects individual educational technologies. The movement of the teacher in personal, subject and professional terms is also associated with the implementation of innovative methods and techniques.

The theoretical analysis allowed us to suggest that innovative technologies can be successfully implemented by a teacher under the following conditions: problematization, identification of contradictions; identification and formation of personal meanings; creative processing and rethinking of their own and pedagogical experience; reflection.

Reflexive culture as a system-forming factor of professionalism is a set of abilities, methods and strategies that ensure awareness of the stereotypes of personal experience and activity by rethinking them and putting forward innovations that lead to overcoming those problem-conflict situations that arise in the process of solving professional tasks.

Conclusion

Thus, innovative processes in education set a new type of professional consciousness and behavior of the teacher, becoming a subject of pedagogical activity.

The means of implementing innovative educational processes within the framework of organizational and pedagogical cooperation between the school and the university should be the formation of an innovative educational environment that will ensure an increase in the efficiency of educational structures.

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