

INNOVATIVE ACTIVITY IN PEDAGOGY

Introduction. In modern pedagogy, the terms «innovation», «innovative» mean a certain innovation, with regard to one or another aspect of the educational process. The end result (direct product) of creative search can be new technologies, original educational ideas, forms and methods of education, non-standard approaches to management. At the same time, what is new in pedagogy is not only the author's ideas, approaches, technological methods that have not yet been used, but also a complex of elements or individual elements of the pedagogical process with progressive foundations, which makes it possible to effectively ensure the development and self-development of the individual.

The purpose of the study is to consider the conditions for the effectiveness of innovative pedagogical processes; pros and cons of innovation in the pedagogical field.

Main part. The main methodological and theoretical provisions of innovative pedagogical activity are defined in the works of K. Angelovsky, I.D. Beh, Yu.Z. Gilbukh, I.M. Dychkivska, I.P. Pidlasy, S.D. Polyakov, M.M. Potashnyk, G.K. Selevko, V.A. Slastenin and others. The basis of the regulatory framework for innovation in education is the Laws of Ukraine «On Education», «On General Secondary Education», «On Scientific and Scientific and Technical Activities», «On Copyright and Related Rights», «On Scientific and Technical Information», «On Scientific and Scientific and Technical Expertise», «On Innovative Activities», «On the Fundamentals of Information Society Development in Ukraine for 2007-2015», Regulations «On the Procedure for Implementing Innovative Educational Activities». These state documents are about the importance of organizing innovation activity and determine the prospects for the development of education [3, p. 1-12]. It should

be noted that the Collegium of the Ministry of Education and Science of Ukraine has identified priority areas for innovative activities at the sectoral level in the field of education, which include: - the introduction of innovative learning technologies; - the use of interactive teaching methods using information technology; - creation of computer-oriented teaching methods in various subjects and academic disciplines; - development and implementation of the latest didactic models and technologies of specialized education in general educational institutions; - the use of software for educational and scientific purposes, the latest programs, manuals and methodological materials of a new generation, including electronic ones.

The strategy for the implementation of innovative pedagogical technologies involves significant changes in existing pedagogical systems, understanding the goals and content of their activities and the transition from inefficient templates to creative initiative and individual responsibility of teachers in the design and organization of the pedagogical process.

According to scientists, innovative pedagogical technologies cover some theoretical modules: 1) creation of something new in the system of education and pedagogical science; 2) perception of new by social and pedagogical workers; 3) application of pedagogical innovations; 4) preparation of recommendations for theorists and practitioners on the knowledge of innovative educational processes and their management. A new type of society involves changes in the modern education system.

Innovation in pedagogy exists at two levels: theoretical and practical-technical. Moreover, the first level should be considered sufficiently developed: new ideas and concepts of innovative pedagogical processes are being formulated. However, their implementation in practice is not active enough. By overcoming such a discrepancy between theoretical research in the field of innovation and their practical application, there is a definition of effective pedagogical conditions for the implementation of innovative technologies in the system of activities of an educational institution. The effectiveness of innovation

depends on the useful effect achieved due to it, the duration of the use of innovative technology, the cost of its implementation. Any innovation process in terms of its effectiveness is largely risky [2, p. 25-41]. The main disadvantages of innovative activity in the pedagogical sphere include the following:

- potentially effective innovations are not implemented or are implemented with a significant delay;
- low effect of innovation is due to overt or covert resistance or improper organization of innovation processes;
- significant excess of costs for the implementation of innovations;
- unreasonably long implementation time.

All these problems are the result of incorrect assessment of time, financial, organizational, human and other resources, insufficiently thought-out implementation technology, disregard for psychological factors of innovation, weak willpower of their initiators, strong resistance of conservative, routine teaching staff.

Conclusions. Thus, whatever the reasons for the shortcomings of innovation in the teaching staff, under the threat of rejection, non-implementation is often relevant, potentially highly productive innovative pedagogical idea [4, p. 1-6]. Therefore, it is not enough to be innovative, it is necessary to have an optimal set of resources, have a managerial culture, professional and business authority necessary to convince the teaching staff, often – the appropriate leadership in choosing the right innovation, to accumulate efforts to overcome various difficulties. Inevitably accompany every person who dares to break the entrenched stereotypes, to establish a new in pedagogical practice. Adherence to the conditions necessary for the effective course of the innovation process helps to prevent negative manifestations in pedagogical innovation activity. But the most important thing is that any innovation must meet the objective needs of social, including pedagogical practice, professional, organizational, financial and other capabilities of those who intend to implement it.

REFERENCES

1. Ващенко Л.(2007) Рівні управління інноваційними процесами. *Директор школи. № 8. С. 6–28.*
2. Дичківська І. М.(2004) Інноваційні педагогічні технології. К. : *Академвидав. 352 с.*
3. Закон України «Про основні засади розвитку інформаційного суспільства в Україні на 2007– 2015 роки». *Урядовий кур'єр. 2007. № 6. С. 2–4.*
4. Тищенко О.І. (2010) Умови реалізації інноваційних педагогічних технологій в освітньому процесі. *Україна, м.Запоріжжя, Запорізький обласний інститут післядипломної педагогічної освіти.* [режим доступу] https://virtkafedra.ucoz.ua/el_gurnal/pages/vyp161/tishhenko_o.i-stattja.pdf.
5. Уруський В. І. (2005) Формування готовності вчителів до інноваційної діяльності. *Тернопіль : ТОКІППО, 2005. 96 с.*