

## **SOCIO-CULTURAL ASPECTS OF INNOVATIVE EDUCATIONAL ACTIVITY**

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The theory and practice of innovations show that innovations are not closed in the field of human activity, they are general in nature. Therefore, the mechanisms of origin and receptivity of innovations can not find a comprehensive explanation within the framework of certain specialized forms of knowledge. The general nature of innovation requires the study of the subjects of innovation from the individual worker to society as a whole, from the person who forms innovations in their own activities, to social reproduction in general. One of the important aspects of the study is the person – the subject of innovation. Man is always between the desire to innovate, change, improve their activities, their relationships and the fear of innovation, its destructive consequences. In this regard, the study of the need for innovation, which is the content of the culture inherited by each individual, acquires a certain importance. There is a need to identify these needs, their nature, direction. Innovations differ significantly from each other in their scale and direction, in their impact on the person, in relation to the subject, they have different functions in different social processes [1, c. 116].

There are different types of social relations that differ in the requirements for innovation. With a simple type of relationship there is a desire to achieve monolithic subject and object, the unity of conditions, means and goals based on the preservation of existing social relations, culture, the desire to avoid significant innovations. In this type, the existing innovation acts as something negative and, therefore, generates a desire to reject it. The creative type of relations is characterized by the desire to achieve the unity of subject and object, conditions, means, goals based on the flow of progressive innovations. A destructive type of relationship is also possible, which is characterized by opposition to innovation, the predominance of negative innovations over positive ones. Categories of subject, object, subject-subject relations are the general methodological basis for the analysis of the mechanism of development of innovative relations. All these categories must be specified. Of fundamental importance is the question of the subjects of innovation.

The subject is a person who knows and transforms the world around him, who has consciousness and will, is able to act purposefully. [5, c. 16].

The globalization of the educational space is accompanied by the individualization of each individual. The modern educational paradigm can be analyzed as information-communicative, which constructs the ability to understand and interpret the given educational tasks. Education becomes a constant communicative process in which self-realization and self-development of each participant of individualized educational practices is carried out. One of the important means of communication between teacher and student can be a video that will not only be informative, modern, useful, but also help to personalize the learning process. Education needs to change, as today's students belong to the Internet generation (Generation Z), which has grown and formed in the digital environment. What previous generations called «new technologies» or «technologies of the future» is already true for generation Z. This is what distinguishes them from Generation Y. Generation Z are «connected» to each other, thanks to things like the Internet in general, Youtube, mobile phones, SMS and Mp3 players. Generation Z demonstrates independence, they are confident and ready to prove themselves. A teacher, educator and mentor play an important role in the formation of a successful, creative and socially active personality. In order to grow a successful nation that is competitive, active, creative and interested in the future, it is necessary to change the paradigm of pedagogical science, taking into account the desires, needs and capabilities of the next generation. [2, c. 125].

To ensure a quality learning process that will satisfy the current generation of students, the teacher must have and be able to form in their students the competencies of the XXI century, namely: learning and innovation (creativity and innovation, critical thinking and problem solving, communication skills and cooperation skills); life and career (flexibility and adaptability, initiative and self-direction, social skills and skills related to the coexistence of different cultures, productivity, leadership and responsibility); ability to work with data, media and computer competencies (information literacy, media literacy, ICT – literacy) . [3, c. 77].

Information and communication technologies are important tools in educational activities. Distance learning, open electronic educational resources are being introduced, and blended (hybrid) learning is being used more widely. The tools of information, media and communication technologies are constantly expanding. Digital skills are becoming vital. Teachers must learn to use media resources for learning and media tools to create effective communication products (video / audio, web lectures, webinars, etc.). [6, c. 200].

Today demonstrates that in the learning process it is advisable to use educational video, as auditory and visual analyzers are the dominant channels of perception of educational material. The use of video materials significantly improves the efficiency of the educational process, encourages communicative activities and allows you to learn up to 65% of the material. There are a large number of modern video creation software products that allow you to diversify the presentation of the material with the help of animated presentations, original scripts, various storylines. In many countries around the world, video is seen as an effective tool for organizing educational activities. Every year the number of educational videos in the world increases. This is due to the development of technology, free programs and services that can host any video (Youtube, Google Apps, TED-Ed, MEP, etc.). Current and future students are significantly different from their predecessors. Young people are born and raised in the digital society. The methods of receiving, processing, and transmitting data differ significantly from those to which teachers of Generation «X» and «Y» are accustomed. Video is multimodal, ie it involves different senses, thereby improving the perception and assimilation of educational materials. The objective social significance of the video confirms the expediency of its use in the educational process. The training video should last no more than 10-15 minutes. If you make it longer, the viewer will get tired of a lot of information, the level of assimilation will decrease and the desire for further viewing will disappear. It is desirable to divide a long video into several parts [7, c. 18].

Modern students have a number of characteristics that radically change the traditional educational process. Understanding these features, the teacher can simplify the learning process itself, motivate students, intensify their educational and cognitive activities and, as a result, improve the efficiency and effectiveness of learning. Pedagogical influence should be aimed at achieving educational goals, which are determined by those who are taught – a future member of society. A modern educator must be able to respond quickly to today's challenges, be an expert in their field of knowledge and not be afraid to innovate in the educational process [8, c. 304].

Trending changes in society demonstrate the readiness of the modern generation to develop their mental potential and we – teachers – must help them. Information technology has mastered all spheres of human life, so let education support the interests of young people in video and direct them in the right direction. Video will no longer be associated only with TV series and entertainment. Educators should learn to create and use a quality and interesting product to ensure educational activities in today's realities.

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## **АКТУАЛЬНІ ПРОБЛЕМИ ТА МЕТОДОЛОГІЧНІ ЗАСАДИ ВИКОНАВСЬКОЇ ДІЯЛЬНОСТІ КОНЦЕРТМЕЙСТЕРА**

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Концертмейстерське мистецтво піаніста є особливим видом творчості, яке має свою унікальну специфіку та широке коло конкретних виконавських завдань. Соціокультурні та історичні передумови становлення професії концертмейстера вимагають етимологічного