

**Liana Budanova**, Kyiv, Ukraine  
**Olena Gordiyenko**, Zaporizhzhia, Ukraine  
**Maryna Khalavka**, Lublin, Poland

### **Innovative education**

*У статті порушено проблему інноваційної спрямованості педагогічної діяльності на сучасному етапі розвитку вищої освіти. Проаналізовано ряд обставин, що визначають актуальність і необхідність інноваційної спрямованості педагогічної діяльності, а саме: соціально-економічні перетворення і науково-технічний прогрес, посилення гуманітаризації змісту освіти, ставлення викладачів до самого факту освоєння та використання педагогічних нововведень, конкурентоздатність закладів освіти. Доведено, що упровадження інноваційних технологій навчання надають широкі можливості для навчальної діяльності, підвищують мотивацію, розвивають самостійність, забезпечують індивідуалізацію та диференціацію освітнього процесу.*

**Ключові слова:** *інноваційні технології, соціально-економічні перетворення, педагогічні нововведення, індивідуалізація, диференціація, освітній процес.*

The priority areas of state policy for the development of higher education in the context of Ukraine's European integration include the problem of continuous improvement of the quality of education, modernisation of its content and forms of organisation of the educational process. The modernisation of the educational system is primarily associated with the introduction of innovative technologies into the educational environment, which are based on holistic models of the educational process, based on the dialectical unity of methodology and means of implementation.

In recent decades, the term “innovative educational technologies” has been widely used in educational science. Before considering the main characteristics of innovative educational technologies, we need to clarify the key concepts of “innovation” and “educational technology”.

The term “innovation” first appeared in the nineteenth century and meant the process of transferring elements of one culture (customs, traditions, ways of life, production, technology, etc.) to another. Scientific research has established that innovation (Latin *novatio* - renewal, change) is a product of human intellectual activity, a formalised result of basic, applied or experimental research in any field of human activity aimed at improving its efficiency. Innovation is knowledge: new ideas, theories, discoveries, inventions, technologies, etc.

It has been found that most definitions of “innovation” are based on the concept of J. Schumpeter [3], who used this concept as a practical means to meet a new or already known need of society.

The scientist considered the discovery and invention of a new thing as the initial event and the implementation as the final event, considering innovation from the point of view of practical use. Thus, educational innovation is the purposeful and controlled introduction of progressive changes in educational practice through the creation, dissemination and adoption of innovations.

Scientists [1; 3; 7] divide pedagogical innovations into the following groups: The first group: depending on the area of implementation – innovations in the content of education (curricula, textbooks, manuals, etc.); in the technology of teaching and education; in the organisation of the pedagogical process, in educational management, in educational technology. The second group: according to the way in which the innovations are implemented – systematic, planned, spontaneous, unplanned or accidental. The third group: according to the breadth and depth of the innovation transformations – modification (local), combined, radical (fundamental, global, basic). Fourth group: according to the nature of the origin of the innovation – external, internal. Fifth group: by level of relevance – “traditional”, long-term and temporary innovation. According to scientists, “classic” innovations have the highest innovation potential. They contain all the criteria of relevance to a greater or lesser extent, which ensures their continuous self-development.

It is well known that the formation of an innovation orientation involves the use of certain criteria that make it possible to assess the effectiveness of a given innovation. The following criteria have been identified in the scientific literature Novelty, which allows to determine the level of experiential novelty (distinction between absolute, localised-absolute, conditional, subjective levels of novelty); optimality, which contributes to achieving high results with the least time and physical and mental effort; high effectiveness, which means a certain stability of positive results in the teacher's activity; possibility of creative introduction of innovations in mass experience, which implies the suitability of the acquired experience for mass introduction in higher education institutions. It has been noted that the term “technology” first appeared in the context of the educational process in the 1920s. As defined by the Association for Educational Communications and Technology in the United States, “educational technology” is a complex, integrated process that includes people, ideas, tools, and ways of organising activities to analyse the problems of planning, delivering, evaluating, and managing learning that encompasses all aspects of knowledge acquisition.

The term “educational technology” has a relatively recent history in education. It is known that a technological revolution in education began in the United States in the 1930s, which led to a discussion about the nature, subject, concepts, definitions and sources of educational technology development. The term changed from “technology in education” to “technology of education”.

Along with “educational technology”, pedagogical theory also uses the concept of “educational technology”, which is defined as a set of psychological and pedagogical guidelines that determine a specific set and combination of forms, methods, techniques, methods and educational tools.

Technology is developed for a specific pedagogical purpose, based on a particular methodological and philosophical position of the author.

Technology involves the interrelated activities of teacher and student, taking into account the principles of individualisation and differentiation, optimal realisation of human and technical capabilities, and dialogical communication. Diagnostic procedures are an organic part of pedagogical technology. They include criteria, indicators and tools for measuring performance.

On the basis of the generalisation of the category features the concept of “innovation” is defined as a purposeful, specially technologically organised, controlled process of practical implementation of new ideas, theories, technologies by the subjects of innovation activity in order to change the pedagogical system and bring it to a qualitatively new level of functioning and results. The criteria that determine its essence are such features as novelty, practical implementation, effectiveness of changes in the pedagogical system, purposefulness, continuity and controllability of the actions of the subjects of innovation.

In the course of the study, different approaches to the interpretation of the concept of “educational technology” and its structure were established. Among the large number of interpretations, three key words can be distinguished: the means, the methods and the forms. In our opinion, these concepts constitute the essence (core) of the term “technology” in relation to the organisation of the educational process.

The introduction of innovative teaching technologies is a priority and a key factor in the reform of the national higher education system. At the same time, the introduction of innovative educational technologies makes it possible to create a fundamentally new sphere of information education, which provides wide opportunities for learning activities and increases motivation, develops independence, ensures individualisation and differentiation of the educational process, contributes to the modernisation of the traditional education system and the creation of a competitive education system. The main mechanism determining the quality of the innovation itself and the quality of education in general is the management of the innovation process.

### **References**

1. Дичківська І. М. Інноваційні педагогічні технології. Київ : Академвидав, 2004. 352 с.
2. Stevick E. W. Teaching and Learning Languages. Cambridge : Cambridge University Press, 1992. 215 p.
3. Maddux C. D. The State of the Art in Web-Based Learning. Computers in the Schools. 1996. Vol. 12. № 4. P. 63–71.
4. Nagel P. S. E-mail in the Virtual ESL/EFL Classroom. Internet TESL Journal. Vol. 5. № 7. July 2010.
5. Nelson M. R. E-Books in Higher Education: Nearing the End of the Era of Hype? EDUCAUSE Review. 2008. Vol. 43. № 2. P. 40–56.
6. Oliva M., Pollastrini Y. Internet Resources and Second Language Acquisition: An Evaluation of Virtual Immersion. Foreign Language Annals. 1995. Vol. 28. № 4. P. 551–563.
7. Outcomes Advanced Student’s Book. Cengage Learning EMEA, 2012. 181 p.