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PEDAGOGY AND PSYCHOLOGY

INNOVATIVE ACTIVITY: PROBLEMS AND OPPORTUNITIES

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In our research, we consider the current problems and prospects of innovative activity. Innovative activity occupies a special place in the information society. The use of innovative activities in the educational process significantly increases its effectiveness. However, there are a number of problems that complicate the process of innovative activity.

Currently, the concept of innovation in education is considered as renewal and innovation. What is the purpose of this process? Everything new that is created for the education system is used to improve the effectiveness of learning outcomes. Modern education needs new approaches in educating modern specialists.

A school in the world must choose a path of its development, in which innovative activity is in the first place. What does it mean? This is when the main task of the teaching staff today is the introduction of new technologies, forms and approaches to the organization and content of educational classes, extracurricular activities aimed not only at learning, but also at personal development [1].

Modern world and problems of innovation. In recent years, activities aimed at developing the innovative potential of schools have been intensified in the field of education. Conditions are being created for the development of the innovative potential of educational institutions, and investments are growing. In our country, such a phenomenon as innovation has always existed, and therefore, innovation problems arose in the development of education.

Identifying the problem of innovative activity in the field of education, as well as finding their solution, is one of the most urgent tasks at the moment in the field of knowledge management at all levels, starting with the state and ending with the pedagogical.

Below are the problems of the innovative process of education [5].

1. The problem of forming a base for the implementation of innovative technologies. Today, not all schools are well funded. An exception is the new Ukrainian school, built taking into account the state educational standard.

2. The problem of spreading pedagogical technologies. The teacher develops, researches, tests and promotes certain innovations, but at the same time, information about the new technologies being introduced is not always studied and not well generalized.

3. The problem of introducing innovations. Some innovation is too hasty to implement, and later they realize that it shows a low level of efficiency. It also happens

that innovations are introduced with difficulty, because the educational institution is not ready in technical and organizational aspects.

Thus, innovative processes taking place in modern education are inherently problematic. All of the above-mentioned problems are undoubtedly closely interrelated and require constant monitoring.

Measures to solve these problems should be applied with equal attention in all spheres: education, training, organization and management, retraining of personnel. The introduction of innovations should be built as a response to a certain social request. Sociological research can help in this - questionnaires, surveys among students, teachers and methodologists, in which the most important directions in the development of innovative activity can be identified [4].

A very good result will come from the practical training of teachers in innovation through a system of trainings, seminars and master classes, which involves not only receiving information one-way, but also training the teacher's skills even before he started to introduce the innovation among students. Nowadays, when the amount of information is growing at a huge pace, it is important to pay special attention to the problems of innovative activity, as well as the search and implementation of their solutions.

In understanding the essence of innovative processes in education, there are two most important problems of pedagogy - the problem of studying, generalizing and spreading advanced pedagogical experience and the problem of implementing the achievements of psychological and pedagogical science into practice [2]. Therefore, the subject of innovation, the content and mechanisms of innovation processes should lie in the plane of the union of two interrelated processes, which have been considered so far in isolation, that is, the result of innovation processes should be the use of innovations, both theoretical and practical, and such that are formed at the junction of theory and practice. All this emphasizes the importance of managerial activities in the creation, development and use of pedagogical innovations. So, it is about the fact that the teacher can act as an author, developer, researcher, user and propagandist of new pedagogical technologies, theories, concepts. Management of this process ensures purposeful selection, evaluation and application in one's activity of the experience of colleagues or new ideas and methods proposed by science. The need for an innovative orientation of pedagogical activity in modern conditions of the development of society, culture and education is determined by a number of circumstances [3].

Thus, innovative activity should be a tool of education, and not a substitute for its essence. It is society that questions education about its purpose and significance. The education system should form the criteria of education and the motivation of students to acquire the appropriate education. An educated person should have advantages over a less educated person. Innovative activity, making education more accessible, should not simplify it to the level of lack of mental activity [1].

Modern society dictates its own rules, it demands that education, if it wants to remain a quality education, improves in the same way as the world around us improves. Therefore, in order to transition to a new level of education, it is necessary to

overcome a number of contradictions facing the introduction of an information and educational environment into the education system.

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