

## THE ESSENCE OF PEDAGOGICAL INNOVATION STUDIES

**Annotation.** *Lakh M.R. The essence of pedagogical innovation studies.* The article outlines the essence and development of pedagogical innovation studies. In the article the author analysis the content of such notions as “pedagogical innovation”, “innovation”, “absolute novelty”, “relative novelty”, “subjective novelty”.

**Keywords:** pedagogical innovation, innovation, absolute novelty, relative novelty, subjective novelty.

Dynamics of social economic processes in the postindustrial (electronic, informational) world has drastically actualized the issue of innovative capacity of a nation as one of warranties of its steady positions in the global community and of facing various civilization challenges. Innovativeness is one of the dominating tendencies in the development of the mankind. Taking this into account, a new educational paradigm is built on the basis of preserving and development of creative capacity of a human, its directedness at self-definition, constantly dynamic vital activity under changeable social conditions, readiness for accepting and solving new tasks. Therefore issues of innovative pedagogy as a component of general innovation studies, a special subject disclosing general principles of pedagogic innovative processes theory, are a matter of priority among the problems of scientific pedagogy.

Pedagogical innovation studies are concerned with creation, evaluation, assimilation and application of pedagogical innovations.

The majority of researchers agree that the structure of innovative study optimally corresponds to the character of modern social processes. As it is well-known, one of peculiarities of the modern society is an open prospect. Taking this into account innovative upbringing and teaching as opposed to traditional aspires to function in the context of today and is oriented at the future.

As a branch of pedagogy pedagogical innovation studies is a rather young science. In the foreign pedagogy the research of innovation studies were commenced in the sixties and have a strongly marked application oriented character. They are mostly focused on theoretical substantiating, analysis of various aspects of innovative processes in the system of upbringing and teaching, developing practical recommendations concerning assimilating and introducing innovations, providing optimal mode for functioning of innovative projects and programs. Innovation issues were researched by a Serbian pedagogue K. Angelovsky and English and American pedagogues H. Barnet, D. Hamilton, N. Gross, U. Kingston, N. Lagerway, M. Miles, A. Habermann, R. Havelock and others. The interest of the global pedagogical community to innovations becomes apparent through creation of information agencies (The UNESCO Education Innovations Research Centre, Asian Centre of Pedagogical Innovations for Education Development), establishing of pedagogical innovations introduction programs, conducting international conferences, activities of organizations, generalizing pedagogical innovations in different countries of the world and informing the pedagogical community on the pages of specialized journals about them. The International Education Agency (Paris, France), in particular, publishes such periodicals as 'Pedagogical Innovations', 'Information and Innovation in Education' and others [2, p. 338]. Pedagogical innovation studies development in Ukraine is connected with a large-scale pedagogical movement, caused by contradictions between social needs concerning development and functioning of educational institutions and the real situation in the educational sphere.

Pedagogical innovation studies consist in a constant search and introduction of new and the mostly efficient teaching and upbringing technologies, which should result in formation of a creative personality, well accustomed to changeable conditions, dynamic activity, who is capable to analyze, overcome any obstacles, because he or she has cognized him- or herself, created him- or herself, learned to possess him- or herself. Orientation at the new, the search and introduction of the

new is not the goal in itself of pedagogical innovation studies. First of all it is directed at ensuring of an adequate educational process and its results in regard to the needs of the society. In a dynamically changed society it will motivate a constant updating of forms and contents of teaching an upbringing and of the most considerate and at the same time critical attitude towards everything that is new.

The term 'the new' is interpreted as something at first discovered, created or done, which has been formed recently instead of the previous one.

The researchers of pedagogical innovation studies issues try to correlate the new in pedagogy with the useful, progressive, positive, contemporary, and advanced. In the opinion of the contemporary Russian scientist Volodymyr Zagvyazynsky, the new in pedagogy is not only ideas, approaches, methods, technologies, which have not been suggested or applied in such combinations yet, but a set of elements or particular elements of pedagogical process, which have absorbed in themselves a progressive beginning, enabling them to solve efficiently upbringing and teaching issues under changeable conditions and in changeable situations. The new should be a means of solving topical issues for a certain educational institution and pass a critical experimental testing, for its implementation and establishment to cause positive changes [4, p. 181].

By choice of an innovation, the decisions made about its utility are guided by an analysis of a real situation, and not only by a personal vision and taste. It is important at this stage to take into account technological (specificity of usage) and personal (such professional qualities of a teacher as professional qualifications, sociability, emotionality etc, as the efficiency of the new means assimilation depends on it) aspects of a new pedagogical means.

Not always and not everywhere introduction of the new ensures positive results, not every innovation is reasonable, justified and progressive, often it destabilizes functioning of a pedagogical system, creates additional difficulties for teachers and their pupils.

The progressive, as it is known, is only the efficient, which provides the highest results, does not cause damage and opens new possibilities. It does not always depend on the time of its origin. Many cases are known in the social and educational practice, when the new, the just discovered, the created, caused essential problems for the man and the mankind, therefore it did not have and could not have anything in common with the progressive. Thus one can evaluate the progressiveness or unprogressiveness of the new only according to the results of its assimilation and functioning.

The new as a special phenomenon is correlated according to such features: space and time nonidentity (particularity of a newly created, newly formed, just discovered system and others); topicality (importance, urgency, relevance of the new for a particular time); stability (is an evidence of unity, integrity, frequency of main elements of the new during a certain period of time); efficiency (it is an evidence of objective opportunity to solve by means of innovations tasks, for which they were created; optimality (it is an evidence of the highest economical efficiency and efficiency of creating a new means and activity mode, as well as of ability to solve with its help issues in an optimal way); changeability (a new means, which is approbated in a pedagogical activity, is constantly improved, modified and altered) [5, p. 397].

Creation, establishment and existing of the new as a wholesome phenomenon is a core of an innovative process, the basic element of it is an innovation.

Innovation (Lat. *innovatio* — updating, change) — introduction of the new, change, updating; new approach, creation of a qualitatively new, application of the well known for other purposes.

Sometimes innovation is considered to be an application of the well known with a slight modification. Innovations are a subject of special human activity of a person, who is not contented with traditional circumstances, methods, ways and

aspires not only the novelty of his or her own efforts implementation contents, but first of all qualitatively new results.

Innovative activity is extremely important in the economic sphere, due to which national economies and economic agents ensure a stable position for themselves and advantages in the competition.

In the postindustrial society innovative activity in the social sphere, which is focused on the man in its contents, reaches the leading position. It concerns health care and recreation services.

The notion «innovation» was used for the first time over a century ago in cultural study and linguistics to denote a process of transfer – penetration of the elements of one culture into another and acquiring thereby of new and earlier uncharacteristic qualities. Such a penetration was viewed as determinative factor of cultures development. In the modern world it is widely used in different spheres of knowledge, in particular in economics.

In pedagogy the term ‘innovation’ is used in such meanings: a form of innovation activity organization; aggravation of new professional activities of a teacher, directed at solving topical issues in upbringing and teaching for the positions of personally oriented education; changes in educational practice; complex creation process, spreading and usage of a new practical means in the sphere of techniques, technologies, scientific research; result of innovation process.

In pedagogical practice like in other spheres of activity the novelty is relative in personal as well as in historical relation: what is new for one teacher can be familiar for another. Novelty always has a particular historical character. Appearing at a certain time it solves progressively tasks of a certain historical period, and later it becomes a norm, generally accepted mass practice, or afterwards — a development brake [3, p. 625].

In pedagogy novelty appears as the absolutely new, a relative novelty, a subjective novelty, quasi-novelty. Its essential peculiarities appear at every level:

Absolute novelty. It embraces basically the innovations not known earlier, becoming in the result of their realization radical developments. They are fixed under the conditions of absence of analogues, prototypes of a particular behaviour.

Relative novelty. It appears in several variants — as a partial novelty, which consists in renewing one of the system elements, when it becomes new in one particular relation; conditional novelty, which appears under unusual combination of known elements; local novelty, which is distinguished through the usage of innovation, which was used on other objects, in new conditions.

Subjective novelty. It is the case when the object is new for the subject. For example, the subject matter or phenomenon may be absolutely new for one person, normatively new for a particular community (e.g. in one country) and not new in another country or for another community.

Besides novelty, novation must have an innovational — the capacity to ensure a useful effect of its application. If the innovation does not ensure a useful effect, it is a quasi-innovation. It often happens at introduction of computers into a teaching process. It is in no way the evidence that the computer as a technical means possesses no innovative capacity — this capacity is absent at attempts to include it in the teaching process, which do not allow to use its main capabilities.

In this context an important problem of pedagogical innovation studies is a measure of an object's novelty, it is done by pedagogical qualimetry (lat. qualis — quality and gr. metreo — measuring). The sphere of its application is rather wide. It is evaluation of textbooks, various means of teaching process supplying, as well as scientific and research activity of pupils and students [1, p. 169].

Thus, innovation processes in education are caused by social need in complex processes of creation, introduction, spreading of novations and changing educational environment, in which their life circle is accomplished.

Like in other social spheres, innovative processes in the system of education are not just an introduction of the new. They are implemented as practical changes of goals, conditions, contents, means, methods, activity forms, which are

characterized by novelty, high capacity of efficiency improvement in general and in particular branches, capability of ensuring a long-term useful effect and correlation with other innovations.

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