

## THE ESSENCE OF INNOVATIVE TECHNOLOGIES

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The beginning of the third millennium is characterized by dynamic changes in all spheres of life, including education. In terms of globalization, integration processes, and new educational philosophy, there is a constant challenge regarding the implementation of new approaches, where the humanistic paradigm focused on an individual is a priority.

The using of innovative technologies is based on the competence and personality-oriented approach to learning and education processes, the development of the creative potential of an individual, significant increase in knowledge, the expansion of intellectual capacities of the participants of the educational process.

**The purpose of the article** is to analyze key terms and concepts that are functionally related to the concept of “innovative technologies” and the possibility of their application for the informatization of educational process.

The head of the Institute of Educational Content Modernization, Nataliia Huschchina stated during the “Youth Plus” program that “innovations in education are changes. All changes that occur in society are reflected in education...”

A scientist O. Voloshyna defines “novation” (novation – update, change) as a product of the intellectual activity of people, a result of fundamental, applied, or experimental research in any field of human activity aimed at improving its efficiency.

The researcher of the educational innovation problems, I.Dychkivskadiscusses the coexistence of two strategies for educational management, whereby the innovative will gradually replace the traditional that has been realized “in the present being based on the past.”

At the meeting of Scientific and Methodological Council of the Ministry of Education of Ukraine with the participation of Minister of Education and Science L. Hrynevych, the task of implementing the law “On Higher Education” was discussed in terms of the standards and improvements of the draft law “On Education,” which concerns new forms of completion of secondary education: mixed, individual, dual, distance; the competence approach to the standards of general secondary education and training was declared.

The position of Professor O.Barno is interesting: he argues that innovation is the implementation of the new that is done in the system at the expense of its own resources and it can be detected only on the basis of the understanding of the process’s nature and laws. In contrast, amateurs merely look for novelty.

While the traditional classroom education requires the use of lectures, seminars and workshops, independent work, term papers and theses for teaching Ukrainian language, the application of innovative technologies presupposes computer conferences, projects, information transmission and consultation sessions. In addition, the implementation of the new is efficient when there is integration and not artificial implantation.

The “Encyclopedia of Education” edited by V.Kremen interprets the term “innovation” as a complex matter because it consists of the idea and the process of its implementation. With the emergence of the demand for quality education and the resolution of contradictions regarding the old system, a quite natural phenomenon appeared: innovations or novations, which upon completing “life cycle” can enter a stage of stable operation.

A scholar, R. Gurevych believes that traditional education, having meaningful content, does not meet the needs of the present as well as the prospects that await in the near future; education must be innovative and go ahead of the demands of society.

Professor O. Dubasenyuk's statement on the introduction of innovative technologies in education as a natural phenomenon, which resolves conflicts between the grade system and the needs of qualitatively new education, is noteworthy.

An academician D. Chernilevsky discusses the feasibility of use of traditional, modular, and problem-based learning.

Note that in teaching practice as well as in the other fields of educator's activity, novelty is relative: what is new to one educator may not be new to others. Having appeared at a certain time, progressively solving the problem of a certain historical stage, it eventually becomes the norm, mass practice, and later, the hindrance of the progress.

**Conclusion.** All learning technologies require a special selection of forms and methods. The most common ones include traditional and innovative: game technology, problem-based learning, the use of support schemes, notes, classical lecture training, individual, remote, mixed use of computer technology, presentations, workshops, flash mobs, etc.

Today, the problem is to enable the teacher to pick traditional, innovational, or combined methods.

Innovative technologies enable the cooperation of all members of the educational process and allow actually implementing the technology-centered learning conditions changing the role of the teacher from a single source of knowledge to the coordinator of the educational process.

## ВАРИАТИВНЫЕ МОДЕЛИ ТЕРРИТОРИАЛЬНЫХ ДЕТСКО-РОДИТЕЛЬСКИХ СООБЩЕСТВ

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По данным междисциплинарных исследований, а также в научном фундаментальном исследовании коллектива ученых Новгородского университета «Тенденции и потенциальные возможности развития межпоколенных отношений в территориальных детско-взрослых сообществах» и теоретико-экспериментальном исследовании на тему «Педагогическое управление становлением детско-родительских сообществ в дошкольной образовательной организации» отмечается, что в настоящее время значительно понизилась активность детей, половина из них в предпочитает свободное время в компании с телефонами, планшетами, особенно беспокоят сетевые игры, где целые группы детей считают, что они проводят время в компаниях друзей и таким образом общаются, при этом отвлечь их от этого очень трудно. Поэтому, как утверждают многие педагоги – практики, именно детско-взрослая общность является тем подлинным пространством, где возникают и развиваются собственно человеческие способности ребенка, формируется его субъектность. Именно такие сообщества обладают уникальным потенциалом по обновлению нашей общественной жизни.

Согласно нормативным документам, новое значение приобретает и отношение государства к семье, что отмечается в Федеральном законе «Об образовании в Российской Федерации» [1]. В Законе особое внимание уделяется взаимодействию дошкольных образовательных организаций и родителей по проблеме физического, нравственного и интеллектуального развития личности ребенка. В Федеральном государственном образовательном стандарте начального общего образования делается акцент на единстве образовательного пространства Российской Федерации в условиях многообразия образовательных систем и видов образовательных организаций [2].