



INNOVATIVE ACTIVITY OF A TEACHER OF ADDITIONAL EDUCATION IN THE MODERN EDUCATIONAL SPACE

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Abstract

The formation of a competitive specialist in the modern educational space is possible only with the introduction and inclusion in the educational process of problem- and methodically-oriented innovations that meet the provisions of general innovation processes reflected in programs and concepts.

Keywords: Innovation, orientation, social, methods.

Innovative activity of a teacher of additional education is the most important component of the educational process. The need for continuous improvement of professional skills is relevant for teachers of all types of educational programs. The quality of the educational process depends on the professionalism of the teacher of additional education, the need for a radical renewal of the education system, methods and technologies of organizing the educational process in educational institutions of various types. The innovative orientation of teachers' activities is a means of the content of education, a continuous change in the scope and composition of academic disciplines; the introduction of new academic subjects that require a constant search for new organizational forms, learning technologies. In this situation, the role and authority of pedagogical knowledge significantly increases, the tasks of increasing the professional skills of teachers are actualized; the nature of teachers' attitudes to the very fact of mastering and applying pedagogical innovations is changing. In the conditions of strict regulation of the content of the educational process, the teacher was limited not only in the independent choice of new programs, manuals, but also in the use of new techniques and methods of pedagogical activity. Now innovative activity in education is acquiring a selective, research character. That is why the fact of mastering and applying pedagogical collectives, methodological services of educational institutions, is the analysis and evaluation of pedagogical innovations introduced by teachers, the creation of the necessary conditions for their successful development and application; the entry of educational organizations into market relations, which form the real situation of their competitiveness.

In pedagogy, the concept of "innovative activity" is a purposeful activity based on understanding one's own pedagogical experience by comparing and studying the





educational process in order to achieve better results, gain new knowledge, and introduce new pedagogical practice.

As a pedagogical category, this term is relatively young, and this is one of the reasons that there are different approaches to the definition of this concept. The modern dictionary of pedagogy interprets this term as follows: "Pedagogical innovation is an innovation in pedagogical activity, a change in the content of the technology of teaching and upbringing, with the aim of increasing their effectiveness." M.V. Clarin, for example, puts the following meaning into the concept of "innovation": "Innovation refers not only to the creation and dissemination of innovations, but also to transformations, changes in the way of activity, the style of thinking that is associated with these innovations."

Innovative activity and its process largely depend on the innovative potential of the teacher of additional education. Therefore, there is a need to consider this category. The innovative potential of the individual is associated with the following basic parameters: the creative ability to generate both ideas and ideas, and most importantly – to design and model them in practical forms; the openness of the individual to a new, different from his ideas, which is based on the tolerance of the individual, flexibility and panoramic thinking; cultural and aesthetic development and education; the willingness to improve their activities, the beginning of internal means and methods that ensure this readiness, the innovative consciousness is developed.

By the readiness of a teacher of additional education for innovative activity, it is customary to understand the formation of the personal qualities necessary for this activity (high efficiency, ability to withstand the action of strong stimuli, high emotional status, readiness for creativity) and special qualities. The main stages of the teacher's readiness for innovation can be distinguished: cognitive, motivational-value, deeteljust and reflexive (5). Very often, by touch, beyond the limits of existing experience, and even partially can be regulated and controlled by existing institutions. Therefore, society is forced to trust the researcher, the innovator, believing that in the absence of a free search for truth, new solutions and capable of further harming the interests of society, therefore, freedom of creativity must be coupled with the highest personal responsibility of the subject of innovative search. The listed modern educational technologies comply with the requirements and provisions of the concept of education, including in institutions of additional education. Problem-oriented innovation processes, as defined by the name, are aimed at solving certain tasks related to the formation of a competitive personality in the modern educational space of "social competitiveness". This concept includes professional stability, the ability to





improve skills, social mobility of the individual, which consists in its learnability, susceptibility to innovation, the ability to change the professional environment of activity, readiness to move to a more prestigious field of work, improving social status and educational level, etc.

Depending on the conceptual provisions of the renewal and the content of education, innovative processes can be divided into methodically-oriented and problem-oriented.

Methodically-oriented innovation processes are based on the implementation of a particular educational technology and methodology. For example, a UDO teacher can actively apply modern information technologies in the organization of the educational process: principles of integration of educational content; developmental learning; differentiated learning; project-based learning; problem-based learning; programmed learning; modular learning.

Within the framework of methodically-oriented pedagogical technologies, the following approaches to the modern organization of training in the system of additional education should become a prerequisite for professional practical activity, preparedness, competence and pedagogical skill of a teacher: a personality-oriented approach. To achieve personal growth of students, a strategy of cooperation, assistance, respect and support is used when choosing methods and means of work; the essential approach is reflected in the interaction of the teacher of additional education in the direction of developing the abilities of students based on the formation of essential system knowledge in establishing interdisciplinary connections; the operational-activity approach is based on the key positions of state educational standards.

The listed modern educational technologies comply with the requirements and provisions of the concept of education, including in institutions of additional education. Problem-oriented innovation processes, as defined by the name, are aimed at solving certain tasks related to the formation of a competitive personality in the modern educational space. "Social competitiveness" is a concept that includes professional stability, the ability to improve skills, social mobility of an individual, consisting in her learning ability, receptivity to innovation, the ability to change the professional environment of activity, readiness to move to a more prestigious field of work, improving social status and education level, etc.

The formation of a competitive specialist in the modern educational space is possible only with the introduction and inclusion in the educational process of problem- and methodically-oriented innovations that meet the provisions of general innovation processes reflected in programs and concepts.





Thus, the innovative activity of a teacher of additional education can be interpreted as a personal category, as a creative process and the result of creative activity. The value of innovative activity for the individual is associated with the possibility of self-expression, the use of their abilities, with creativity. Difficulties arising in the process of innovative activity are presented to the individual as a prospect of the possibility of solving them on their own.

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