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INNOVATIONS IN EDUCATION: NECESSITY, ESSENCE, CONTENT

The priority goals of modern education are the universal development of a man as a personality and the highest value of society, the development of his talents, intellectual, creative and physical abilities. For the realization of this goal, an appropriate educational environment should be created, which would be characterized by systematization, scientism, logicity, progressiveness and innovation. Innovations in education are also aimed at raising the level of modern science, the introduction of new technologies, the use of modern information and communication means etc.

We state that the issues of innovation in education are traditional for every education system at every stage of its development. They are variable, historical, because every era makes its own demands on man, the process of his education, formation and upbringing. The purpose of this research is to study and summarize the content, nature, and specificity of innovation in education taking into consideration social determinants in modern conditions.

In order for a person to be able to cope with their own life tasks and challenges, as well as to become a productive member of civil society, his education must include and reflect the achievements of modern science, technology and engineering.

We define pedagogical innovation as a process of updating or improving the theory and practice of education, that optimizes the achievement of its goal. We emphasize that a modern teacher must have the formed innovative competence with its relevant components.

Innovation activities should be based on systemic and competency-based approaches and the principle of scientism; an important feature of educational innovations is also its structured nature; innovations in education should be aimed at the guaranteed achievement of the goals of the educational process, as well as form a complete outline of the educational process and secure an expected result.

The modern world is characterized by dynamism, changeability, unpredictability, specific challenges, to overcome which people must mobilize maximum intellectual and spiritual efforts. Changes are taking place in all areas of human life, in addition, modern education has not become a special sphere of human life, which ensures the accumulation and transfer of the preservation of knowledge and experience. The values, institutional forms and content of modern education depend on a number of factors, namely: globalization of the modern world and its integration; rapid development of technologies; total informatization of public space; changes in educational standards and paradigms, etc.

Innovations affect the content of the educational process, the formal level of education, pedagogical tools, functions and goals of educational subjects activity, and others, which will thereby help the educational field of each individual country and the world educational space in general.

1. The problem of pedagogical innovation in its various dimensions was considered by such Ukrainian scientists as: I. Konovalchuk (justifies the theoretical and technological facilities for the implementation of innovations, as well as analyzes the essence and structure of the teacher innovative competence of a general educational institution) [5; 6]; I. Dychkivska (presents applied aspects of innovative pedagogical technologies in the modern educational space of the Ukrainian school) [2].

For the systematicity and integrity of the problem consideration, first of all, it is necessary to define the key concepts that present the specified process. Therefore, in view of the purpose of our article, we operate with such definitions as:

- innovation – a complex activity aimed at the creation (birth, development), development, use and distribution of something new [8];
- innovativeness – an emotional and evaluative attitude towards innovations, a difference in the subject's receptivity to innovations, new ideas, experience [7];
- innovative pedagogical activity – purposeful pedagogical activity based on the understanding of practical pedagogical experience, oriented to the change and development of the educational process with the aim of achieving higher results, obtaining new knowledge, the formation of a qualitatively different pedagogical practice [7];
- innovative educational technology is a qualitatively new set of forms, methods and means of teaching, education and management, which brings significant changes to the result of the educational process and is a multi-component model that includes:

- educational innovation technology (selection of operational actions of the teacher with the student, as a result of which students' motivation for the educational process is improved),
- educational innovative technology (artistic means and methods of influencing the consciousness of the student's personality with the aim of forming personal values in him in the context of universal human values),
- managerial innovative technology (modern economic, psychological, diagnostic, information technologies, that create conditions for prompt and effective decision-making by the manager) [9];

- pedagogical innovation – the process of updating or improving the theory and practice of education, which optimizes the achievement of its goal [1].

It is also important for a teacher to be ready for innovative pedagogical activity, which is defined by scientists as "a special personal state that requires a teacher to have a motivational and valuable attitude to professional activity, to possess effective methods and means of achieving pedagogical goals, and the ability to be creative and reflective" [7]. It should also be emphasized that the modern teacher must have innovative competence, the main features of which are:

- understanding of the social significance and necessity of innovations;

- creativity of thinking and the ability to apply a creative, non-standard approach in pedagogical activity;

- innovativeness of goal setting and definition new ways of realizing educational goals;

- availability of relevant professional knowledge and competences;

- ability to a creative approach in solving professional tasks;

- ability to design, search for original and non-standard solutions, search for optimal ways of solving educational problems;

- awareness of responsibility for professional activity and results of pedagogical interaction within the subject-subject paradigm, etc.

Therefore, in order for a person to be able to cope with his own life tasks and challenges, as well as to become a productive member of civil society, his education should include and reflect the achievements of modern science, technology and technology. Modern pedagogical innovation is a young branch of educational changes, because it reflects the life of society, which is determined by informatization, globalization, integration into the European educational space. Pedagogical innovation is defined as the process of updating or improving the theory and practice of education, which optimizes the achievement of its goal. We emphasize that

the modern teacher must have innovative competence with its corresponding components. Systematic and competence-based approaches should be the basis of innovative activity; principle of scientificity; an important feature of educational innovations is also its structure; innovations in education should be aimed at the guaranteed achievement of the goals of the educational process, create a coherent outline of the educational process and ensure a predictable result.

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