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THE MAIN FEATURES OF THE INNOVATIVE ACTIVITY OF THE TEACHER

Abstract: This article discusses the main features of the innovative activity of the teacher. The author comments on the possibilities of innovative pedagogy in the educational process.

Keywords: innovation, education, upbringing, pedagogy, innovative pedagogy, interactive methods

ОСНОВНЫЕ ОСОБЕННОСТИ ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ УЧИТЕЛЯ

Аннотация: В статье рассматриваются основные особенности инновационной деятельности учителя. Автор комментирует возможности инновационной педагогики в образовательном процессе.

Ключевые слова: инновации, образование, воспитание, педагогика, инновационная педагогика, интерактивные методы.

The innovative activity of a teacher is a necessary part of the educational process. The changes affecting a constantly changing society do not bypass the school either. Innovation means that teachers need to adapt their activities to changing conditions and use non-standard techniques during the lesson. Pedagogical innovation as a science studies innovation in teaching. The work of the teacher should not be limited to the framework of exclusively old and proven methods, some variety is needed. Pedagogical activities should be creative and involve students in the educational process, thus realizing the goal of teaching - the transfer of knowledge and education of the younger generation. Innovative pedagogical methods and approaches help make the subject interesting. Educational innovations are becoming necessary in Russia, therefore, two main

tasks and ideas are put forward that are behind this phenomenon. Firstly, this is the definition of goals and directions for the development of educational innovations, the place of innovations in the pedagogical process, the search for opportunities for the implementation and popularization of ideas. The second task is to attract creative, talented teachers who are ready to invent, present and promote their own approaches. It is required to overcome technical, financial and social obstacles in order to modernize the educational process.

The concept of "innovative pedagogical activity" means a new approach to the organization of education and upbringing. This is, first of all, the use of new methods of productive interaction between students and teachers, which leads to the achievement of the desired results. Innovative learning involves finding and applying new ideas. The teacher develops and implements new techniques and independently chooses solutions. Thus, the foreground is the need to create conditions for pedagogical creativity, material support, and the organization of events to improve the qualifications of employees of educational institutions.

creating an innovative learning environment includes: Motivation. The reason for the introduction of innovations is both external incentives: recognition in society, awards or promotion, material encouragement, and internal motives, such as the need for self-realization at work, the desire to benefit from one's own work. Creativity. This component means the teacher's ability to create and implement new ideas. The development of creativity goes from imitative activity in creating projects to real creativity, the result of which is the creation of a new teaching and upbringing methodology by the teacher. Technology. This component includes the search for information and familiarization with existing innovations, the setting of goals and means of achieving them, the development of basic ideas, their implementation and control, as well as reflection, in other words, analysis aimed at assessing both the positive and negative properties of the work done.

According to this model, the components of the teacher's innovative activity are distinguished by structure (motivation, creativity, technology and reflection) and function: the processing of training programs, goal-setting and the development of general approaches, stages, forecasting, correction and assessment of the teacher's activities. In this model, the criteria are also distinguished: susceptibility to novelty, creativity, technical ability to embody non-standard ideas, innovative thinking and a culture of communication. Innovation levels according to L.S. Podymova and V.A. Slastoninu are subdivided into reproductive (processing of existing methods), heuristic (search for new methods and solutions) and creative (independent creative activity).

The involvement of educators in educational experiments has advantages and disadvantages. The use of innovative technologies helps the teacher to develop professionally, on the other hand, a new methodology, if applied incorrectly, can lead to poor results for students, as well as to a crisis in the teacher's professional activity.

Interactive technologies as a variant of the teacher's innovative activity involve the transformation of roles that are typical for the learning process. The teacher acts as a "manager", advisor or coordinator of the process, students - as subjects of interaction, not objects. These include role-playing games, debate workshops, educational discussions, and game design. The emphasis in such activities is placed on group employment of students, which takes place under the supervision of a teacher. Often, computer technology helps bring ideas to life. Another common method in teaching practice is the project method. The project method implies the use of the acquired knowledge for specific purposes to solve a practical problem. The teacher in this case acts as an expert and organizer of project activities. This method teaches you to analyze information and work in a team (collective project) or independently (individual project). In educational practice, the portfolio method is used. A portfolio is a set of student achievements, experience gained in study, creativity and social life. This method

focuses on the achievement of a person and clearly shows the personal progress of students. This method works for different learners. For those of average ability, a portfolio will give confidence in their knowledge and will be an additional stimulus in learning (provided that it includes truly worthwhile achievements). For strong students, the portfolio is an additional indicator of their progress, along with the gold medal and diplomas, which pay more attention not to the work itself, but to their encouragement.

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