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INNOVATIVE TRENDS IN EDUCATION

Introduction. The term “innovation” comes from the Latin word “innovatio, novo” (change, renew, invention) and means the introduction of some new things. In the modern scientific literature, innovations, in general, are considered as new forms of labour organization and management, new types of technologies that cover not only various institutions and enterprises, but also certain areas of social life.

Educational innovations are considered to be implemented innovations. We can see them in the content, methods, techniques and forms of educational activities and personality development (methods, technologies), in the content and forms of educational system management, as well as in the educational institutions’ organizational structure. Innovations in approaches to social services in education significantly increase the quality, efficiency and effectiveness of the educational process.

Purpose of research is to study the meaning of educational innovations considering some new innovative trends in the field.

Basic material. One of the main reasons for innovations in education is the changing role of a teacher. From time immemorial, the teacher performed two main functions: educational and informational. Now, with the help of technical means, computer technology, the clarity of knowledge representation is improving. This frees the teacher from the monotonous presentation of the material, but assigns new, more urgent tasks: to motivate students, to awaken the love of knowledge, to get them interested in science, to direct them in the right way [3, p. 205].

The fundamentals of innovative processes in education are two important issues of pedagogics: the issue of studying, generalizing and disseminating advanced pedagogical experience and the issue of implementing the

achievements of psychological and pedagogical science in practice. The result of innovation processes is the use of theoretical and practical innovations, as well as those that are formed on the border of theory and practice. A teacher can act as the author, the researcher, the user and the propagandist of new pedagogical technologies, theories, concepts.

The basis of modern teacher innovative activity is the formation of innovative software methodological complex of a discipline. At the same time it is necessary to use information tools and their didactic properties along with the software and content of disciplines.

Innovative training teaches to learn, develops the ability to learn so that people in the future will be able to change their consciousness and behaviour and, consequently, to change the situation. The successful learning is a human ability to get new knowledge and at the same time the reflection of his intellectual development level.

Innovation is not as simple as it might seem. It is impossible to win in the race for innovation, because what is innovation today will be a common phenomenon tomorrow, and the day after tomorrow – a backward trend. Even more, the very concept of “innovation” is perceived differently and very much depends on the environment and the general level of the country’s development.

Nowadays we use different gadgets, multimedia, personal computers, interactive whiteboards, devices for listening to audio and video watching. It makes the process of teaching interesting, more intensive and complete, helps to create a non-standard interactive environment and promotes complete interaction between a teacher and a student [1, p.145].

Various innovative pedagogical methods are successfully used in the educational process. The basis of these methods is interactivity and maximum proximity to the real professional activity of a future specialist [2, p.71]. Here we can mention computer simulation, interactive technologies, differentiated learning technologies, case method technology, video training methods, etc.

The current level of information technology development opens up prospects for people to use fundamentally new tools, including mobile learning. If distance learning has allowed students to study remotely from the educational institution itself, then mobile learning offers the opportunity to learn regardless of place and time, providing continuity and maximum flexibility of the learning process.

One way to introduce mobile learning could be the use of BYOD. The term BYOD stands for “bring your own device”. This means the opportunity for employees or students to bring and use their devices in official institutions. Since almost everyone now has at least one universal gadget with a set of powerful applications and uses them throughout the day, it is almost impossible to bypass the BYOD trend in today’s world.

This practice was first used in IT in 2009 when Intel noticed a growing trend among employees to bring their own laptops, tablets and smart phones to use them to work in the corporate network. Instead of banning, managers supported this practice by being able to see the prospects of saving money and increasing employee loyalty [4].

Subsequently, with the mass distribution of smart phones and tablets, this practice has gradually moved to other areas of life, including education, where it is actually integrated into the educational process. And although in the beginning teachers were quite sceptical about BYOD and preferred classical forms of teaching, now the potential of this method is fully revealed.

Analysis of the experience in modern learning technologies implementation shows that innovative processes in higher education contribute not only to a significant increase in theoretical and practical training of students, but also methodological reorientation of educational institutions to the individual. They become the basis of a new philosophy of education [2, p. 75].

Conclusion. Taking all the aforesaid into consideration we can conclude that educational innovation is a purposeful process of partial changes that leads

to modifications of the purpose, content, methods, forms of teaching and education, adaptation of the learning process to new requirements.

The main purpose of innovations' introduction in education is to train specialists of a new formation, adapted to life in a constantly changing world, and to create conditions for them to independently search for and acquire new professional knowledge.

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