

INNOVATIONS AS A STRATEGIC DIRECTION OF PEDAGOGIC SCIENCE AND PRACTICE DEVELOPMENT

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A conception of "social innovative environment" is explained in this article, a short description of the innovations research in a foreign literature condition is given as well as the description of the approaches to the innovations theory creation in our domestic pedagogic science, the creative style of a tutor's activity as a part of pedagogic novelties in an organization of innovative education.

In connection with accelerated development of all parts of the society and nowadays contradictions, authors pay special attention to the tutor's and student's personality from the position of innovative education.

Keywords: innovation, social innovative environment, innovations theory, creative pedagogic style, innovative education.

Nowaday stage of innovative processes development in pedagogic science can be characterized as a tendency to the closing the gap between the perception processes, their adequate valuation and implementation in practice, and also overcoming the antagonisms between the spontaneity of these processes and the necessity of their conscious control.

The idea of "social innovative environment" has a great importance in studying innovative processes in pedagogy and education. Innovative processes arise and are put into effect around it. That idea can be studied within three aspects: social-economic, psychologic, and organizational-administrative. They characterize different conditions of innovative processes behavior, the climate that is either favourable, or hinder them.

The research of innovations usually has pragmatic nature in foreign pedagogy. An effort to substantiate the pedagogic innovations, give practical recommendations for their mastering has been made in a number of works (A. Adams, J. Vasset, A. Nickoles). Moreover, an analysis of alterations organization in education, the reality of pedagogic innovations, the conditions needed for innovations functioning, their planning and disseminations has been made by some pedagogues (H. Varnet, D. Hamilton, N. Gross, N. Dickinson, M. Miles, A. Haberman and others.)

Some approaches to the creation of innovation theories have also been outlined in

our domestic pedagogy. The system-activity concept, that emphasize different levels of innovations: general scientific, general methodological, and applied, is used in this case. Within the forming theory of innovations the structure of innovative processes, main parameters of innovations, initial ideas (such as novelties, life cycle of innovations, innovation efficiency etc.) are explained.

Nowadays pedagogic innovations are presented by:

- pedagogic neology – the teaching of the creation of new within the educational system and pedagogic science;
- teaching of perception of new by pedagogic society;
- theory of pedagogic innovations implementation.

Pedagogic neology is the part innovation science that studies the process of creation of new as well as its mastering and practical usage. Outlining neology as a separate scientific area is necessary since the problem of new in pedagogy has become actual recently and the need for the valuation of novelties has arisen. The analysis of that new that spring up within the practice of education and upbringing from the position of neology has a great meaning in the contemporary conditions. Moreover, we see aiming for the valuation of new in practice as a main goal of neology.

The study of the perception of new is linked to the conception of "pedagogic community". It reflects the variety of subjects of

pedagogic creativity, organizers and practitioners of educational process. It also includes the representatives of pedagogic science who are professionally connected to educative and upbringing processes. Pedagogic community is a collective conception that is why not only professional unity of people that are involved is reflected in it but also all the variety of their difference in age, the level of professional training, abilities, world outlook, attitude to different pedagogic areas etc. The antagonism between the different groups of people involved into the pedagogic community defines the versatility of this conception. It is pedagogic community that creates, implements and interprets pedagogic novelties.

When K. Angelovski [1], says "acceptance of novelties" he means by that phrase the readiness of pedagogues to perception of innovations, valuation them as necessary, and readiness to their implementation. Thereupon a classification, according to which five groups of pedagogues are being outlined (A. Rodgers), becomes the one of great interest. Those five groups are:

Pedagogues – innovators that have an expressive innovative spirit and are always first to perceive new, implement it and distribute;

Pacemakers – those that are on the frontlines of perception of new, implement it willingly;

Moderates, so to say "golden middle". They neither seek to be the first nor the last ones, support the novelties only when they are perceived by the majority;

Penultimates – the ones in doubt when choosing between the new and traditional and incline to innovations only when the common opinion is formed;

The last ones – those that are tightly connected with old, conservative, decide to perceive novelties last.

The theory of the pedagogic novelties implementation is on the stage of formation nowadays. In pedagogic literature the readiness for new is more and more often regarded as a display of creative activity style that combines anti-conformism of intellect,

certain personal orientation (the need for the implementation of new), and practical ability to realize new methods and forms of carrying out the professional activity. This component of creative activity can be considered as practical behavior, aimed for a full-fledged usage of new, the continuation of creative actions of its making.

Global innovative processes are accompanied by the rhythm of the development of all social life areas, that sharpen and deepen the antagonism between the rates of social and individual development. We should link the possibilities of overcoming these antagonisms with two strategies of education organization as we study the functions of nowadays educational system.

First way is a traditional strategy, that does not change the role and the place of a man in culture, the degree of his readiness for changes in his life, since the formed system of educational organization stays in force. The components of this system are only modernized and updated. But regardless to all these alterations the destructive role of the educational institutions against to the personality is being strengthened: social alienation, breaking the educative values etc. The readiness for the positive changes of the society is not being provided by this strategy.

Innovative training creates new type of educational process that emancipates the personality of pedagogue and student. This type of education stimulates active response for the problem situations uprising either before a man or the society on a whole besides supporting the existing traditions.

Starting from the idea of developing education, V. Lyaudis [2] suggested the model of innovative education and its functions of the personality development. The author outlined the situation of joint productive and creative activity of the educational process subjects in the content of this model. Besides she showed that the principal difference of innovative education is in the reorientation of meaning and order of all educational process organization: outlining productive and creative goals that are ahead of re-

productive goals for a leading role at all stages. The solution of creative goals by a student in cooperation with a pedagogue changes the psychological structure of educational situation on a whole, since the system of inner stimulation of the widest range of interactions, relations, communication between a pedagogue and a student, between students, within the pedagogue team is being created.

In its turn we consider possible to outline the system of sequentially forms of interactions in the situation of joint creative activity. That combines: introducing into the activity; actions, divided between a pedagogue and a student; imitative actions; supported actions; self-regulated actions; self-induced actions; self-organized actions; partnership. We should underline that the level of self-organization, methods of understanding the situation and means of communication change as one form is replaced by another one, the degree of a education subject's freedom not only to accept the goals and mean-

ing of his activity but also to reform them, put new goals and meanings. The subject transforms into the leading initiative partner from the following one. The possibility of partnership is a display of the highest and developed form of self-organization.

Thus an organization of innovative education is conducive to raising the individuality, obtaining the autonomy and independence. In its psychological role this kind of education develops a productive person. But productivity means that a man feels himself as a reformer of his own powers and as an effective force; that he feels the unity with his powers and they are not aliened from him since the main subject of the productivity is a man himself.

References

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2. Lyaudis V. **Innovative education and science**. Moscow, 1992, 52 p.