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 practi-
cians 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 id why not
only professional unity of people that are in-
volved is reflected in it but also all the vari-
ety of their difference in age, the level of pro-
fessional training, abilities, world outlook,
attitude to different pedagogic areas etc. The
antagonism between the different groups of
people involved into the pedagogic commu-
nity defines the versatility of this conception.
It is pedagogic community that creates, im-
plements and interprets pedagogic novelties.

When K. Angelovsky [1], says “ac-
ceptance of novelties” he means by that
phrase the readiness of pedagogues to per-
ception of innovations, valuation them as
necessary, and readiness to their implementa-
tion. 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 dis-
tribute;

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 readi-
ness for new is more and more often re-
garded 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 prac-
tical behavior, aimed for a full-fledged usage
of new, the continuation of creative actions
of its making.

Global innovative processes are ac-
panied by the rhenium of the develop-
ment 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 func-
tions 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 per-
sonality is being strengthened: social alienation,
breaking the educative values etc. The readi-
ness 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 sup-
porting the existing traditions.

Starting from the idea of developing
education, V. Lyaudis [2] suggested the
model of innovative education and its func-
tions of the personality development. The
author outlined the situation of joint produc-
tive and creative activity of the educational
process subjects in the content of this model.
Besides she showed that the principal differ-
ce of innovative education is in the reori-
tentation of meaning and order of all educa-
tional process organization: outlining produc-
tive 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 meaning 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 conductive 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