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H. S. Skovoroda Kharkiv National Pedagogical University**

**THEORY AND PRACTICE OF FUTURE
TEACHER'S TRAINING FOR WORK IN
NEW UKRAINIAN SCHOOL**

Monograph

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The monograph is dedicated to substantiation of future teacher’s training for work in New Ukrainian school, which is an important problem of reforms in modern education in Ukraine. The study of the authors presents the theory, methods and generalized experience in teacher’s training on a new basis. The authors have generalized the new approaches to teacher’s training, ways, conditions and methods of introduction of them into practice of higher pedagogical education. They have revealed the new concepts, which are important for updating the content and methods of future teacher’s training, the new and improved methods of organizing the educational process on a new basis. The new experience in teacher’s training, which was experimentally verified and tested in the process of future teachers’ training, has been broadly generalized. The monograph is based on the Concept of the New Ukrainian School, current legislation on education, higher and general secondary education in Ukraine. It can be recommended for training teachers, students and applicants for bachelor’s and master’s degrees, post-graduate students, research and teaching staff of institutions of higher pedagogical education and for a wide range of scholars and teachers.

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2.19. THE USAGE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF THE FUTURE TEACHER'S PROFESSIONAL AND PRACTICAL TRAINING

Abstract Continuous improvement and updating of content and technologies of future teacher training is one of the strategic goals of higher education. Taking into account the current general educational trends, the change in the basic paradigm of education, which is specified by the requirements for the training of teachers, who must be creative, competitive and professionally mobile personality have professional-personal competence and work in an innovative educational and information space. That is why, the problem of usage of innovative pedagogical technologies in the process of the future teacher's professional and practical training is disputable and relevant today. The aim of the article is theoretical analysis and practical elucidation of the importance of the role of innovative pedagogical technologies during the future teacher's professional and practical training process.

The analysis of the essence of the basic concepts, taking into account the future teacher's peculiarities led to the definition of the key concept of the study. The teacher's maturity for innovative activity is the teacher's ability to organize, execute and regulate professional and pedagogical activity, which is conditioned by the maturity of educational and innovation competences. The authors have identified the structural components of the teacher's maturity for innovative learning technologies implementation as follows: motivational, cognitive, creative, reflexive, valeological, technological and personal as well as their meaningful content has been conducted.

Based on the results of the processing of the questionnaire material, we determined what forms and methods of teaching, along with the traditional ones, are used by teachers during the primary school teacher's preparation. Among the interactive teaching methods that have been characteristic for the pedagogical higher

*educational establishments are the dialogues ("Exchange places "Complete phrase", "Compliment", "Brainstorm", "Spidergram", "Hot seat", "Microphone "Sea Battlefc.,1, interactive ("Picture Gallery", "Holiday Cake", "6*6*6", "Carpet of Ideas", etc.), computer technology (usage of Internet resources, presentations, computer lectures, computer programs, videos, etc.), language portfolio technology, training technologies, etc. Summarising all the above mentioned, we draw the attention to that, that the introduction into the pedagogical process of higher educational establishments the innovative pedagogical technologies will increase the efficiency of the future teachers professional competence formation through the development of individual competencies, which can be referred to both general and specific, namely: independent work, creativity, scientific and research, foreign language, interpersonal communication, teamwork, analysis and synthesis, ability to collaborate with specialists from the other specialties, solve problems, make decisions.*

Key words: innovation, innovative learning, technology, innovative pedagogical technologies, future teachers ' training.

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Introduction. To achieve a qualitatively new level of mobility as well as professional and practical training for professionals is, according to the Program for the Development of Education in Ukraine for the 21st Century, one of the strategic goals of higher education. In fact, the future pedagogue should be a creative personality, competitively capable, professionally mobile, possess professional and personal competence, leadership qualities; to be able to develop and implement new technologies and teaching methods in the educational process as well as to work in the conditions of innovative information and educational space. It is emphasised in the "National Strategy for the Development of Education in Ukraine until 2021" that the integration of the country into the world educational space requires continuous improvement of the national education system, the search for effective ways to improve its quality, approbation and implementation of innovative pedagogical systems, modernization of the content of education and its organization in accordance with the world trends and requirements of the labour market. Strategic directions of innovative transformations in the field of higher education are defined in the regulatory documents, as follows: in the Law of Ukraine "On Higher Education" (2017), in the "National Doctrine of Development of Education" (2002), the Concept of the "New Ukrainian School", the Project "Strategy for Higher Education Reform in Ukraine to 2020", the Project "Concept of the Development of Education of Ukraine for the period 2015-2025", "Regulations on the Procedure for Innovative Educational Activities" (2012). In these documents, the special emphasis is paid to the following: the continuous improvement of the quality of education, updating its content and forms of organization of education process; the introduction of educational innovations and technologies; the achievement of a qualitatively new level of mobility as well as professional and practical training for professionals. With

this consideration in mind, we believe that the modern requirements for the professional activity of teachers the improvement of the future teachers training is envisaged towards the formation of their maturity to implement the effective innovative pedagogical technologies at school.

The aim of the article - is to analyse and reveal the importance of the role of innovative pedagogical technologies in the process of the future teacher's professional and practical training.

Research results. We would like to note the fact, that the term "innovation" was introduced into pedagogical science in the early 90's of XX century. To begin with, the terms "innovation", "innovative learning" and "pedagogical technology" are the word-forming elements for the notion of "innovative pedagogical technologies". In its turn, the term "innovation" (Italian innovation - novelty, new entry) — new forms of activity and management organization, new types of technologies that cover different spheres of human activity [2, p. 63]. The innovation, regarding the educational process, is associated with the active process of creating, assimilating and applying new organizational forms, methods of training and upbringing to solve didactic objectives for professionals' training in a harmonious combination of traditional methods and the results of creative search, the implementation of non-standard, advanced technologies, original didactic ideas in the organization of cooperative activities of teachers and students.

Analyzing the interpretations diversity of the essence of innovative processes in education, scholar N. Bryzhak, understands innovative learning as the introduction of innovations in the targets, content, methods and forms of the future teachers teaching, in the nature of interaction between teacher and student [1, p. 4-5]. The innovation of higher education is associated with the technological approach to the professional training of future professionals, which H. Selevko identifies as the introduction of innovative pedagogical technologies in the educational process, and thus, the essence of the concept of "pedagogical technology" becomes relevant which should be revealed. The term "technology" (from the Greek, *techne* - mastery, art, ability and, *logos* — science, theory) means "the theory of mastery". Scientist N. Kuzmina defines technology as a systematic planning, organization and evaluation of the learning process in accordance with the set targets, the usage of human and technological resources in order to increase the learning efficiency [4, p. 10—12]. The definition "pedagogical technology" is widespread in the pedagogical science and educational environment.

In the manual "Pedagogical technologies" the emphasis is laid on the following: "pedagogical technology should be understood as the study, development and systematic application of the principles of the educational process organization on the basis of the latest achievements of pedagogy, psychology, theory of management, computer science, sociology for the development of such educational tools, which increase the efficiency of the educational process" [8, p. 55]. In the Encyclopaedia of Education (edited by V. Kremin), we find the following definition: "pedagogical technologies are technologies ensuring the transformation of a pedagogical process, in an educational institution, into a purposeful activity of all its

subjects" [3, p. 661]. Special attention, in our opinion, deserves the view of L. Danylenko, who notes that innovative pedagogical technology - is "a qualitatively new set of forms, methods and means of teaching, education and management, which introduces significant changes to the result of the educational process and is considered as a multicomponent model — one that includes: educational, upbringing and managerial innovative technologies [7, p. 20]. The scholar refers to innovative educational technologies a set of the teacher's operational actions, as a result of which, the motivation to study the subjects of the educational process significantly increases.

Various authors classify technology into groups in different way. For example, scientists E. Zeier, N. Kuzmina and E. Symaniuk, distinguish the following pedagogical technologies:

a) cognitive-oriented, based on the use of dialog methods, seminars-discussions, problem-based learning, cognitive instruction, instrumental and logical training, reflection training, etc.;

b) activity-oriented, based on which methods of projects, contextual learning, organizational and activity games, technological maps, complex tasks, simulation and game modelling of technological processes, etc.;

c) personality-oriented, at the centre of which are - the interactive and simulation games, developmental trainings, developmental psychodiagnosis, etc. [5].

The introduction of innovations into the educational process of a higher education institution requires the teacher a deep critical analysis of all aspects of his/her professional activity, which will help him/her to identify the most effective teaching technologies and forms, to organize their further development and validation, implementation and improvement, dissemination of progressive experience.

Based on the generalizations of scientists' views on the problem under study, we can state that the current relevant innovative pedagogical teaching technologies used in the future teacher training program are:

- teaching technology as fresearch, the aim of which is to impart the skills of research work to the future teachers, to form an active, creative personality;

- pedagogical technology of critical thinking - forms the student's own viewpoint, teaches to conduct discussions confidently and make a deliberate decisions, to acquire knowledge independently, teaches to communicate freely, to think logically and to rationalize;

- integrated pedagogical technology - creates optimal conditions for the student's development and self-realization by means of the formation the complete knowledge about the studied object, and is the basis for the creation of "the image of the world";

- technology of developmental learning, the aim of which is - to form the student's ability for self-improvement, active, independent creative thinking, as well as independent learning;

- technology of creative personality formation - is to instill the students the skills to manage their cognitive activity independently, to think independently, to

make extraordinary decisions, to choose their life position consciously, to generate original ideas;

- technology of personal-oriented learning provides the student with the opportunity to exercise independence of thinking, independence, ability to make his/her own choice;

- project technology aims to stimulate the interest of the future professionals to new knowledge, to self-development by solving personal problems and using this knowledge in specific practical activities;

- differentiated learning technology forms students' ability to learn, the need for self-education, the desire to generate ideas, to seek alternative solutions to standard and problematic situations;

- technology of humanistic education brings up the conscious citizens, patriots, educated, creative personalities, their physical and moral health formation, provision of the human development priority on the basis of humanization, the humanitarization and democratization of the educational processes;

- group teaching technology is aimed at forming students' intrinsic motivation for active perception, assimilation and transfer of information, promotes the formation of their communicative qualities, activates their mental activity;

- technologies of the learning process individualization provide maximum the future teachers' productivity in the existing system of learning organization [U P- 6-8.].

Thus, innovative technologies used in the higher education system are considered as the teacher's modelling process of the educational content, forms and methods in accordance with the set goal by using innovation. The following technologies are used in the practice of the modern higher educational establishments' activity: differentiated, problematic, contextual learning, game learning technologies, information technologies, credit-modular technology, personality-oriented education, etc. Analysis of psychological and pedagogical literature [6, p. 213D218] suggests that there is some uncertainty about the single structure of the teacher's maturity for innovative pedagogical activity. In our opinion, the teacher's maturity to implement innovative learning technologies consists of the following components: motivational, cognitive, creative, reflective, valeological, technological and personal.

The motivational component of the teacher's maturity for the implementation of innovative learning technologies is viewed from two aspects: the presence of professional motivation in the overall structure of motives and the teacher's personal attitude to changes, his/her susceptibility to innovations. Rather often, the leading motive of innovative pedagogical activity is cognitive interest. The teacher's cognitive interests are focused on the use of innovative educational technologies and concentrated around the need for scientific comprehension of various aspects of personal educational orientation; on comprehension of their own experience, the degree of pedagogical activity efficiency, the formation of their position concerning the changes in the educational system; usage of new knowledge in their own practical activity.

The cognitive component reflects the whole set of professional knowledge of the teacher (psychology and pedagogical, concrete-objective, methodical, special), which, taken together, are part of the future teachers' professional and pedagogical competence.

The creative component is central in the structure of the teacher's maturity to innovate, which traditionally uses such forms of teaching as dialogue, discussion, business games, problem-solving, heuristic and developmental learning during the educational process. In our opinion, the teacher's creativity is his/her ability to "take" the problem, originality, dialogue and multiculturalism, criticality, innovativeness of his/her thinking.

The next component in the structure of the teacher's maturity for the innovative learning technologies implementation is reflective. It is based on the teacher's analysis of the phenomena of his/her own consciousness and activity (look at his/her own opinion and action from the standpoint of the observer). Among the main reflexive processes, we distinguish the following: self-understanding and understanding of the other, self-esteem and evaluation of the other, self-interpretation and interpretation of the other.

In our opinion, the valueological component of the teacher's maturity for the innovative teaching technologies implementation is connected with the development of the teachers and instructors' humanistic values orientations. Criteria for human health and ecology safety should be decisive in examining the appropriateness and evaluation of innovations in the educational process.

We consider the technological component is one of the most important components in the structure of teacher's maturity for the innovative learning technologies implement

In fact, a technologically cultural pedagogue is a personality who:

- is able to solve problems adequately and quickly, with regard to different viewpoints and under different circumstances;
- thinks constructively and logically, actively uses a systematic approach in its activity, strives for continuous professional self-education and self-development;
- possesses cognitive abilities, adaptability, flexibility and mobility;
- realizes actively his creative abilities, rich personal potential.

All the components of the teacher's maturity for innovative learning technologies implementation are interconnected, that is why a high level of teacher's maturity for innovative learning technologies implementation leads to effective innovative activity. Thus, based on the generalization of scientific and pedagogical literature, we can conclude that the concept of teacher's maturity for innovative activity" - is the ability of the teacher to organize, perform and regulate professional and pedagogical activity, which is conditioned by the formation of educational and innovative competences. The process of future teachers' preparation, who will be competitive in the labour market, requires the widespread use of interactive teaching methods and forms.

Taking the above mentioned into consideration, the survey has been conducted. It involved 30 teachers of Mukachevo State University and Ivan Franko National

University of Lviv. The aim of the survey was to determine the teachers' attitude to the innovative technologies implementation in the educational process, as well as their awareness level in the field. The findings of the pilot study confirm the data obtained from the survey of higher educational establishments teachers. The analysis of the answers showed that 36,6% of the respondents regularly used traditional lectures; 33,3% - problematic lectures; 26,7% - lectures using information and communication technologies; 3,4% - round table lectures. During seminars, 23,3% of the interviewed teachers regularly use a seminar discussion; 23,3% — seminar-conversation, 20% - problem-based seminar; 16,7% - seminar-press conference; 13,3% - seminar report (message), 3,4% seminar - brainstorm. Based on the results of the processing of the questionnaire material, we determined what forms and methods of teaching, along with the traditional ones, are used by teachers during the primary school teacher's preparation. Among the interactive teaching methods that have been characteristic for the pedagogical higher educational establishments are the dialogues ("Exchange places", "Complete phrase", "Compliment", "Brainstorm", "Spidergram", "Hot seat", "Microphone", "Sea Battle", etc.), interactive ("Picture Gallery", "Holiday Cake", "6x6x6", "Carpet of Ideas", etc.), computer technology (usage of Internet resources, presentations, computer lectures, computer programs, videos, etc.), language portfolio technology, training technologies, etc.

Conclusions and perspectives for further research. Summarising all the above mentioned information, it can be noted that the introduction into the pedagogical process of Higher educational establishments the innovative pedagogical technologies will increase the efficiency of the future teachers professional competence formation through the development of individual competencies, which can be referred to both general and specific, namely: independent work, creativity, scientific and research, foreign language, interpersonal communication, teamwork, analysis and synthesis, ability to collaborate with specialists from the other specialties, solve problems, make decisions. Our further research will be devoted to the determination of the foreign language teachers' attitude to the innovative technologies implementation in the educational process, as well as their level of knowledge in the field.

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