

The Phenomenon of Pedagogical Innovation

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Abstract. Based on the generalization of scientific works, the attempt was made to reveal the essence of innovation, to outline its denotative features in this paper. The material studied makes it possible to come to a conclusion that one of the most outstanding characteristics of a teacher-innovator is the ability of new pedagogical thinking. The implementation of the idea, evoked by new thinking, becomes an innovator's inner belief, the imperative need of his soul, the sense of his life. The phenomenon of innovation consists in the combination of unordinary features of a teacher with his high level of professionalism and forward thinking.

The phenomenon of innovation is also the core around which pioneer search is united. In our opinion, innovation is when the majority of teachers-innovators direct their research towards the education of a well-educated highly moral and spiritual personality rather than an individual-carrier of knowledge. This explains the fact that their pedagogical concepts contain elements of timeless, supranational, universal, i.e., the ones which will never lose their relevance. The combination of education and moral priority is the indicator which differentiates the greatest teachers on the background of traditional formal pedagogics. More and more innovators share the idea that the final purpose of education is, first of all, high moral characteristics, immaterial values, and then – knowledge, training and search for the most efficient ways of learning the total amount of teaching materials.

Another important indication of innovation manifests in non-traditional perception of teacher-student relationship. So-called pedagogics of cooperation, based on the principles of humanism and creative approach to the development of a personality, is the most known innovative implementation which changes the opinion of the teacher-student relationship.

Keywords: *innovation, pedagogics of cooperation, education, upbringing*

The issue of pedagogical innovation in Ukrainian pedagogical thought was studied by N.P. Dichuk, V.V. Prymakova, O.V. Sukhomlynskyi. Theoretical-methodological aspects of the issue of studying and introducing advanced pedagogical experience in Ukraine were revealed in works of P. Zhernosek, M. Krasovytskyi, V. Palamarchuk, P. Pidlasyi, M. Yarmachenko et al. Working with their researches we see that scientists, characterizing a teacher-innovator, use such terms as *non-traditional, non-standard, original*.

Most of the scientists share the same conclusion that impetus of innovation is a teacher or a group of teachers who are unique by their personal features, they have non-standard thinking and outstanding talent. Their activity is not always supported positively in official educational circles, and practical teachers may have mixed perception of it.

Academician N.H. Nychkalo states that a key condition for the development of an innovative thought is new pedagogical thinking: it breaks stereotypes, gets rid of old pedagogical dogmas which have rooted deeply in all kinds of educational institutions, opposes dull patterns which have accumulated for many years and penetrated into textbooks and manuals in pedagogics. N.H. Nychkalo also mentions that new pedagogical thinking of a teacher-innovator creates an innovative idea and its implementation encourages pedagogical actions. Based on new pedagogical thinking pedagogical actions result in innovative creative plans, brave ideas. N.H. Nychkalo gives pictorial comparisons to show the role of new pedagogical thinking: new pedagogical thinking is "a powerful force which evokes a teacher's professional creativity and at the same time increases its creative potential. New pedagogical thinking can be compared with a mountainous river which carries crystal-clear water gushingly and nicely and alongside with this it sweeps foam and throws litter on the bank. It is near such river that one can breathe fresh and clean ozone air, interesting thought and dreams are born here, and heart sings with joy. Based on new pedagogical thinking pedagogical actions result in innovative creative plans, brave ideas. They in turn open and strengthen moral and intellectual forces which enrich a didactical process, make it creative,

dynamic; this has its impact on the development of teachers' and students' creativity. In this dynamic process of creativity in education new educational and methodological systems are developed, innovative technologies are worked out, in particular, forms and methods of creative interaction of all the participants of this continuous process" [9, c. 13].

We believe that the majority of innovators are united around a conceptual idea that an ultimate goal of education is a well-educated highly moral and spiritual personality and then the search of more efficient ways of learning certain amount of educational material.

V.O. Sukhomlynskyi argued that education could not be limited only to the accumulation of knowledge. "I have a goal, – said the educator, – to make education a part of rich moral life which would favor a child's development, his mental enrichment. Not to learn lessons by rote, but to live an eventful life through games, fairy-tales, beauty, music, fantasy, creativity – this will be my way of teaching students... To observe, to think, to speculate, to experience joy of work and to be proud of the achievement, to create beauty of nature, music, art, to enrich spiritual world with this beauty, to take close to heart both grief and happiness of other people, to feel their destinies as deeply as their own ones – this is my ideal of education" [13, c. 185].

Thus, we can state that the combination of education and the priority of morality is an indicator which points the greatest educators on the background of traditional official pedagogics. We have to mention that frequently these ideas are supported by educators-researchers. Few bright statements, outspoken by researchers in various years, can be a good example: "Today an advanced pedagogical thought tries to move an accent in the estimation of a teacher's work from indicators of the amount of knowledge to a young personality, his/her democratization, humane approach to him/her, as a result in the process of education intellect is developed, emotional world broadens, spirituality becomes richer" [7, c. 2]. O.Ya. Savchenko states: "It is humanities that is an ultimate goal of an educational system, but not functionalism, the use of man as a means of progress" [12, c. 3]. "The work of a teacher and an educa-

tor is aimed at the creation of the highest values on earth: treasures of mind and soul" [8, c. 228]. "I think, – V.P. Andruschenko writes, – the prospect of mankind consists in its high morality" [1, c. 7]. V.O. Hairulina, a principal of an educational institution of a new type and a researcher, emphasizes the priority of education: "To understand that instruction without education cannot exist is of great importance. The focus should be on aesthetic, ethic and spiritual education. School was created to educate. We should be afraid of clever unspiritual people" [14, c. 5].

Nadtochiy expresses concern as to diminishing the role of moral ingredient in current education. We think this concern is quite relevant: "Western educational technologies displaced education from subject instruction in local pedagogics. A child's development with his/her complicated psycho-physical peculiarities and exceptional characteristics appeared to be compared with a technological process in a production sphere. Pedagogical technologies worked out instruction standards, evaluation criteria which take into account all aspects and risks. However, man is neither a computer nor a robot or a heartless mechanism where you can enter a certain amount of information and later ask about a result. Contrary to a machine, a child has a soul and a heart. Some teachers believe if a soul does not undergo sophistication it is not clear what place obtained knowledge will take in it.

I.A. Ziaziun believes that educational system is to be based on a general idea which will balance conflict situations in it and in society in general. Humanistic outlook is this only idea which envisages the development of such features of an individual as realization of nature and man in their unity, refusal of authoritarian, mythological style of thinking, patience, ability to use compromises, respect to another person's thought, to other cultures, values, beliefs [5].

Social conflicts, social crises occurred when inner balance of a social-cultural system was broken: managerial solicitation exceeded prognostic abilities, instrumental intellect balanced poorly with humanitarian one. Society as well as any other system remains stable until destructive potential of economic (including military) technologies is well balanced with cultural-psychological means of containment.

The above-mentioned statements of authoritative researchers confirm that they see things which cannot be evaluated with a grade scale, their availability cannot be subject to control examination. However, on leaving school a student gets a document about education which contains a list of subjects studied and grades received in accordance with a current scale. Whether a school-leaver developed as an individual with certain moral qualities remains unknown.

Analyzing the performance of teachers-innovators, researchers believe that this very aspect is an indicator of their pedagogical concept.

Thinking high of pedagogical experience of O.A. Zakharenko, N.H. Nychkalo underlines philosophy of education which he classifies as philosophy of heart pedagogics, a road to sanctity and morality of each individual [10, c. 14]. He speaks about spiritual foundation of his pedagogical ideas, about his pedagogical activity as making the way to sanctity and morality, about "having the philosophy of our people in his soul", undying H. Skovoroda's "philoso-

phy of heart", cites Zakharenko's words concerning the aim of pedagogical activity: "It is important for us, teachers, to teach children to be happy during their life, to understand that happiness is not greediness for gain, it is high aspiration to bring joy to others, to be a rich source for dear ones, for the whole society. To prevent philistinism from penetration into a child's soul, not to poison heart with apathy, self-seeking – this means to stop law violations and other bad things of our life. In other words, it is necessary to get a kind sun alight in a child's soul which will shine for long years, to bring up educated noble citizens of our Motherland" [9].

L.I. Danylenko also stresses that O.A. Zakharenko's activity was aimed at the formation of a personality, his technologies in teaching natural sciences were successful as they developed critical thinking, creativity and independent thinking of a student, his technologies of education were focused on the development of moral features of an individual, encouraged creative, civil-patriotic activity, broadening of socio-cultural experience. The researcher points out that according to O. Zakharenko a teacher's rich soul is the main factor of comprehensive education of a student's personality, only a teacher with well-developed critical and creative thinking of a patriot and a citizen of Ukraine, who knows how to build functional, pedagogically proper relations with a student, who has common language and interest, can be an example for him/her. L.I. Danylenko quotes the directions of the great teacher which he has shared with teachers: "To become a true expert of children's hearts, a true authority, you should spend as much time with students as possible, make their lives interesting and meaningful. Then the success you expect will come and you will really enjoy pedagogical work". He makes a conclusion that O. Zakharenko has proved with all his life that pedagogical art is practical pedagogics of higher values which stands on higher deep-individual moral values, love and freedom dominating among them [4, c. 64]. Similar thoughts were expressed by V. Boholiy: genius of his talent was not only in innovation in the sphere of education, but also in organizational skills, pedagogical wisdom and psychological insight. With his own example this talented educator proved to each and everyone how to live, to create and to love. He knew how to understand a young man's soul; he also put a considerable accent to the intention of self-discovery which developed at an early age. He cultivated interest to the things which were interesting for students, tried to deepen the interest of a student to a subject by activating emotional sphere, encouraging the attitude to each subject as to the one which had its own unique emotional aspect [2, c. 43].

Another important feature of innovation is non-traditional perception of the *teacher – student* relationship which consists, first of all, in denying authoritarian approach in instruction and education. Academician O.Ya. Savchenko convinces that at the lesson it is advisable to create conditions which help every student open his/her individuality in pedagogical intercourse, to fill a student's educational activity with positive emotions, to infuse belief in own abilities [12, c. 4]. Kychuk also thinks that new views mean to step away from authoritarian, imperative ways, to establish relationship of collaboration with a student, to influence only through principles and the talent to hear a child, to consider his/her opinion

instead of imposing a teacher's one. The atmosphere which guarantees cooperation is the relations which are based on mutual understanding, trust, real psychological contact – not the influence but interaction. She estimates innovations of teachers-innovators as progressive ones which improve humane practice [6, c. 55]. So-called *pedagogics of cooperation* became the most well-known innovation which changed the pattern of teacher-student relationship; it was based on the principles of humanism and creative approach to the development of the individual. Such famous educators of today as Sh.A. Amonashvili, I.P. Volkov, I.P. Ivanov, Ye.M. Ilyin, V.A. Karakovskyi, S.M. Lysenkova, L.A. and B.P. Nikitins, V.F. Shatalov, M.P. Schetyinin et al became supporters of the innovation. The researchers state that some aspects of pedagogics of cooperation refute traditional principles of the system of instruction and education, which is why this theory causes controversy till today. However, pedagogics of cooperation gave an impetus to creative performance of numerous teachers, initiated the functioning of authors' schools. It worked out such methods when each student could feel as an individual, enjoy personal attention of a teacher [3, c. 136]. Teachers-innovators are consistent in implementing the introduction of equal communication with their students; they argue the necessity of creating such educational space where students could realize their aspiration to improve their knowledge and get the possibility to overcome difficulties directly in the process of studying.

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