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## **ANALYSIS OF DEVELOPMENT OF INNOVATIVE ACTIVITY IN EDUCATION**

At the present stage of the development of society, characterized by socio-economic reforms, scientific and technical and humanitarian progress, competition in labor markets, the issues of introduction of innovative processes in educational activities, on which the level of training of specialists for different fields depend, are especially important and urgent. Acting as a fundamental factor in the effectiveness of the learning process, it becomes necessary to study the features of innovations, their structure, classification, characteristics, patterns, implementation and management capabilities. It is advisable to begin the study by considering a categorical apparatus, conducting a historical and pedagogical analysis of innovative activity in education to determine the effective directions for its further development.

In the scientific literature, the phenomenon of innovation has long been considered in the system of economic sciences. So, the notion of «innovation processes» replaced «voids» in pedagogical vocabulary, because in determining certain terms, a large number of terminological discrepancies were found. Analyzing the terminology that hinders the word «innovation» one can find such terms as «the introduction of the achievements of pedagogical science into practice», «the use of pedagogical discoveries in practice», «the creativity of the teacher». For the first time the term «innovation» was introduced into the scientific terminology of G. Mensch and I. Schumpeter in the 1930s as the embodiment of a scientific discovery in a new technology or product.

The concepts of «innovation in education» and «pedagogical innovation», which are synonyms, have introduced into the categorical apparatus of pedagogy N.R. Yusufbekova. The researcher considers pedagogical innovation as a special independent branch of pedagogical science, having its own original object, subject and methods of research. N.R. Yusufbekova singles out the neologic, axiological and praxeological characteristics of such a complex and multifaceted notion as «pedagogical innovation» [3].

There are two approaches to the concept of «innovation» in education: innovation as a process (A.V. Laurens, M.M. Potashnik, V.A. Slastenin, O.G. Khomeriki) and innovation as a result (K. Angelowski, A.F. Balakirev, S.D. Ilyenkova) [2, p. 47]. However, there are other grounds for determining the essence of the concept in question: new scientific and theoretical knowledge (V.M. Polonsky), a new effective educational technology (V.L. Bepalko, V.V. Serikov), projects of effective innovative pedagogical experience, ready for introduction (N.L. Guzik), the introduction of the achievements of the pedagogical and psychological sciences (A.A. Arlamov), the use of advanced pedagogical experience (Ya.S. Turbovsky), the pedagogical initiative (N.I. Postalyuk) and others.

O.A. Beketova considers innovations in education as innovations, specially designed, developed or accidentally discovered as a pedagogical initiative. As the content of innovation can be: scientific and theoretical knowledge in a certain novelty, new effective educational technologies, a completed project, an effective and pedagogical experience, ready for implementation [1, p. 1-2].

An important role in the development of innovative and pedagogical activity is the work of V.I. Zhuravleva, V.A. Kan-Kalina, N.D. Nikandrova and others. V.I. Zagvyazinsky considers innovative processes in the history of education, by which he understands the processes of improving educational practices, the development of educational systems based on innovations, A.V. Khutorskoy – features of pedagogical innovation, L.V. Zagrekova and V.V. Nikolina, M.M. Potashnik – the structure of the innovation process.

The most vivid manifestation of innovative processes in pedagogy was in the XIX-XX centuries in Russia, Germany, France, the USA. During this period it was possible to observe the creative direction and non-standard approaches to teaching and upbringing. The basis for the development of innovation in pedagogy was the work of D. Dewey, A.N. Tolstoy, S. Shatsky, A.S. Makarenko and others. After the decision of the Central Committee of the CPSU (b) of July 4, 1936, pedagogical research was prohibited. Consequently, the development of innovative activities has ceased.

The next jump in the development of innovations in pedagogy took place at the end of the 50s - 70s of the XX century. The works of M.A. Danilova, M.N. Skatkina, V.A. Sukhomlinsky and others proposed new concepts in humanistic education and activization of students' cognitive activity. Thanks to the development of these theories, one can speak of reform in education, since the main thrust of pedagogical activity has been the strengthening of the practical side of education. Thus, the theory of developmental learning is being formed. Thanks to the works of V.K. Dyachenko on didactics, the concept of L.S. Vygotsky, the method of creative affairs I.P. Ivanova develops innovative activities in pedagogy.

Work in an innovative mode requires the teacher to be more prepared, independent. Many teachers of that time had difficulty coping with these tasks, because they alone could not cope with the problems that had arisen.

Thus, since the end of the 1970s, pedagogical innovation in Russia is declining.

In 80 years of XX century pedagogical associations, innovative schools begin to be formed. The society's demands for innovations are constantly growing. It should be noted that the rise of innovative development in

pedagogical activity often occurs at critical moments for society. But, it must be remembered that any innovative educational system develops within the framework of a specific society.

Innovative processes in education are considered in the unity and interrelation of socio-economic, psychological-pedagogical and organizational-managerial aspects, on which the overall climate and the conditions in which innovative processes occur depend.

In the course of studying scientific sources, one can come to the conclusion that the development of innovation in pedagogy is sinusoidal. A surge of innovation activity can be observed at the end of the XIX beginning of the XX century from the end of the 50s to our days. Thus, innovation activity is characterized by the introduction of new teaching technologies, the formation of new carriers that are capable of carrying out this activity. So, innovative activity is an intelligent and purposeful introduction of innovations in educational systems of different spheres of activity, different levels of education, starting from schoolchildren and ending with higher education for improving the quality of education and active development of society. The development of innovations is directly related to the level of culture and the development of society, and this requires an appropriate level of education and training of the teacher.

The analysis of the evolution of innovative processes in education indicated the emergence of innovations in different historical periods, the nature and intensity of which depended on socio-economic, historical, political, cultural conditions and other characteristics of countries. Thus, the ability to innovate points to the level of culture not only of education but also of society. Innovations are processes that, when used in educational systems, contribute to the transformation of their structural elements, influence the development of the socio-cultural sphere, suggest the introduction of a new one into the goals, content, methods and forms of education and upbringing, and the organization of the pedagogical process.

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**Анотація.** Ріхтер Т.В., Бушкова Т.М. Аналіз розвитку інноваційної діяльності в освіті. У статті розглянуто підходи до поняття «інновація» в освіті, підстави для визначення сутності даного поняття, проаналізовано та охарактеризовано етапи розвитку інноваційної діяльності в освітньому процесі.

**Ключові слова:** інновації в освіті, педагогічна інноватика, інноваційна діяльність, інноваційний режим, освітній процес, еволюція інноваційних процесів, нововведення, нововведення.

**Аннотация.** Рихтер Т.В., Бушкова Т.М. Анализ развития инновационной деятельности в образовании. В статье рассмотрены подходы к понятию «инновация» в образовании, основания для определения сущности рассматриваемого понятия, проанализированы и охарактеризованы этапы развития инновационной деятельности в образовательном процессе.

**Ключевые слова:** инновации в образовании, педагогическая инноватика, инновационная деятельность, инновационный режим, образовательный процесс, эволюция инновационных процессов, нововведения, новшества.

**Abstract.** Richter T.V., Buskova T.M. Analysis of the development of innovative activities in education. The article considers approaches to the concept of "innovation" in education, grounds for determining the essence of the concept under consideration, analyzed and characterized the stages of the development of innovative activity in the educational process.

**Keywords:** innovation in education, pedagogical innovation, innovation, innovation, educational process, the evolution of innovative processes, innovations, innovations.