

Summary

The problem of formation of information culture of the future professional psychologists and methodological aspects of the use of ICT in the process of studying mathematical methods in psychology are considered in the article.

Key words: information culture, information and communication technologies (ICT), mathematical methods in psychology.

УДК 371.13

S. V. Ryzhkova,

the associate professor

A. K. Belska,

the student

(Donbas State Teachers' Training University)

THE ROLE OF THE INNOVATIONAL PROCESSES IN THE PEDAGOGICAL ACTIVITY OF TEACHERS

Introduction. The analysis of the development processes in various spheres of human activity shows that its basis is different kinds of innovation in science, technology, organization that are embodied in new products, services and technologies. The current state of education is not an exception because it is not realized without the innovations that have the aim to create a competitive educational environment, expand the autonomy of schools, to provide additional educational services etc. All these factors require the creative approach and high level of professionalism of teachers and educators.

Due to the development of innovation processes and innovational activity in the early twenty-first century the educational innovation theory has formed as the science of novations which discloses the "essential content of the key concepts of this theory, such as "pedagogical innovation", "educational innovation", "innovative educational project", "innovative educational activity", "innovative educational institution" etc. and also the conditions of innovative educational activities; settings, features and criteria for the evaluation of pedagogical innovations; principles of selection pedagogically appropriate educational innovations" [5, p. 3].

The analysis teaching experience of higher education institutions shows that the pedagogical innovations are not intensively use in the practice and the theoretical bases of this question is also poorly described in science. So, the actuality of our work is conditioned by these aspects.

The analysis of literature. The question of educational innovations has been studied by famous scientists like Y. Komenskiy, Z. Russo, R. Steiner, K. Ushinskiy and others.

The content of the basic concepts of educational innovation is described in the works by L. Danylenko, V. Palamarchuk, L. Podymova, V. Slastonina etc; the genesis of innovation processes is analyzed by O. Popova

The innovational process means the improving of educational practice, educational systems based on the novations or the modification of systems with its innovative development and the partial change of the traditional aims, content and means of education.

Main material. According to the work by I. Dychkovskaya the innovative educational activities are “based on the understanding of teaching experience as the educational activity that is focused on the change and development of the educational process in order to achieve higher results, obtaining new knowledge, formation of a qualitatively different pedagogical practices” [1, p. 338].

Nowadays the need for innovational activity of educators is objective and logical. According to the thoughts N. Moyseyuk such a need is caused by a number of circumstances, they are:

- the need to modernize the educational system, methodology and technologizing of the educational process in the educational institutions of different types.

- the constant search for new organizational forms; individual approach to personality; innovative technologies of training, education, management will ensure the process of the formation of a personality who will be able creatively to develop culture and to be its part;

- the changing of the nature of teachers' attitudes to the processes of studying, teaching and the use of pedagogical innovation;

- the presence of research elements in the pedagogical activity (teacher elects new programs, textbooks, using new technology of training and education);

- the creation of a real situation of competing between the educational institutions as the result of entering of secondary schools the market relations, creating new types of educational institutions, including non-state and private ones [4].

V. Hymynets has pointed that “the educational innovation is a way of the efficient development of our society, its adaptation and integration into the circle of the developed countries” [6, p. 6].

According to the work by N. Volkov the innovational potential of teacher is “a set of cultural and creative characteristics of the teacher’s personality who is ready to improve teaching activities and it is the availability of internal tools and methods that may ensure this readiness” [3, p. 433].

Different qualities of teacher determine the presence of innovative potential, they are: creative ability to generate new ideas, the high cultural and aesthetic level, education, intellectual depth and the multiplicity of interests of the teacher, his ability for new understanding and perception of different ideas, thoughts, trends, brunches (based on individual tolerance, flexibility and breadth of thinking).

Summarizing the existing experience of methodological studies such a set of criteria of the educational innovations may be determined: novelty, optimality, high efficiency, the ability to use the creative innovation in a massive experiment [2].

The main criterion of innovation is novelty, which is important in the evaluation of scientific educational research of teaching experience. Taking into account these aspects, it is very important for the teacher who wants to enter the innovational process to determine the essence of a new experience and the level of its novelty. Therefore, the process of teachers' entering the

innovation should be freewill, according to the personal, individual psychological characteristics.

M.S. Burhin examining the issue of innovation has determine several levels of novelty: absolute, locally absolute, relative, subjective ones that are different in the degrees of popularity and the sphere of use.

The optimality as a criterion of pedagogical innovation determines the quantity of the efforts and means that are spent by teachers and students for achieving the most successful results. Different teachers may achieve equally good results with different intensivity of their own work and the work of their students. The optimal is the process of getting high results with the help of minimum physical, mental and temporary efforts by means of providing the pedagogical innovation into the educational process.

The effectiveness as a criterion of innovation means a stability of positive results in the teacher's activity in the educational establishment. Due to the technological dimension, observation and fixing of results this criterion is one of the widely used in the process of evaluation of the significance of new techniques, methods of training and teaching of students. The value of this criterion is determined by the providing of the integrity of the formation of a personality.

The ability to use creative innovations in mass experience is also one of the criteria for evaluating of the pedagogical innovation. If a valuable pedagogical idea or technology is suitable only for a limited use it can't be recognized as the pedagogical innovation. The innovations that are used by certain teachers after objective testing may be recommended to further promotion.

We should also point out the role of the multimedia technologies in the innovational process of education. Ideally, the purpose of both the traditional and computer-assisted cooperative classrooms is to provide a space in which the facilitation of learning, and learning itself, can take place.

It is true that one of the ultimate goals of the use of multimedia in the educational process is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning. Such educational process should be based on the openness and accessibility of the teaching materials and information.

During the process of optimizing the multimedia teaching, students are not too dependent on their mother tongue, but will be motivated and guided to communicate with each other. Concerning the development of technology, we believe that in future, the use of multimedia English teaching will be further developed. The educational process will be ore student-centered but less time-consuming. Therefore, it promises that the teaching quality will be improved and students' applied the new skills can be effectively cultivated, meaning that students' educational competence will be further developed. We believe that this process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning. Barring a few problem areas multimedia technology can be used effectively in classrooms with proper computer knowledge on the part of teachers, overcoming the finance problems in setting up the infrastructure and

not allowing the teachers to become technophobes.

Some teachers may possess the improper concept that they would totally apply multimedia technology in their teaching. It is also believed that the more utilization of multimedia technology, the better class atmosphere may grow, the more actively the students get involved in class participation, the more easily the material access to the students. Apparently, the students show some interest in leaning, but actually, they feel like looking on.

In practice, the more unconscious attention the students pay. The more interference of teaching information during transmission, the less the students take from the language materials. It is impossible to effectively train the students' language expression in class time. It is clear that in spite of advantages of application of multimedia technology, it assists in teaching. During practical teaching, it is part of a complete teaching procedure.

In practice, if multimedia technology would be properly implemented in English teaching, the students could make full use of English speaking and listening materials and develop their overall capacities, which is the objective for us to introduce multimedia technology to modern teaching thus, this leads to systematic training on students' listening, speaking, reading and writing, makes teachers' instructions come into great play, help the student gain basic knowledge as well as language training at classes, improves

Conclusion. So, the success of the process of forming of high professionalism and pedagogical culture of teachers is determined by the innovational orientation of their pedagogical activity. It means that it is determined by the level of the teacher's interest in the process of creation, studying and using of the pedagogical novelties. The teachers' attitude to the pedagogical innovations indicates their ability to provide the innovational activity that leads to the self realization of personality. The modern statement of science and technique leads to the impossibility of providing the high quality of education without the innovational methods, especially it concerns the students' mental activity. Traditional methods may not provide the qualitative process of analyzing of a great quantity of information. All these aspects show the great importance of the use of the innovational methods. The prospect for further investigation is the deeper analysis of the innovational processes in education.

LITERATURE

1. Дычковская И. М. Инновационные педагогические технологии: [учеб. пособ.] / Дычковская Илона Николаевна. – М. : Академвидав, 2004. – 352 с.
2. Исаев И. Ф. Профессионально-педагогическая культура преподавателя : учеб. пособ. для студ. высш. учеб. заведений. – 2-е изд., стер. – М., 2004
3. Козлова А. Г. Методика инновационного поиска учителя: [учеб. руководство] / Козлова О. Г. – Сумы : ВВП "Мрія -1" ЛТД, 1998. – 96 с.
4. Мойсеюк Н. И. Педагогика : [учеб. пособ.] / Мойсеюк Н. И. – К., 2001. – 607 с.
5. Оценка и отбор педагогических инноваций: теоретико-прикладной аспект: [метод. пособие.] / [под ред. Л. Даниленко]. – М. : Логос, 2001. – 185 с.
6. Химинец В. В. Инновационная образовательная деятельность / Химинец Василий Васильевич – Ужгород : Информ.-изд. центр ЗИППО, 2007. – 364 с.

Анотація

У статті розглянуто засоби застосування та роль інноваційних процесів в освіті. Авторами зазначено причини потреби впровадження інновацій в освіті, а також вимоги до вчителів для досягнення ефективних результатів в цьому процесі. Авторами зазначено, що

процес формування високого професіоналізму та педагогічної культури вчителів визначається інноваційною орієнтацією їх педагогічної діяльності. Вчитель повинен бути відкритим до новизни, креативності та експериментів в його роботі. Головний чинник інноваційного процесу в освіті визначаються в статті, серед яких є: новизна, оптимальність, ефективність, здатність застосовувати різноманітні інновації на практиці. Особливо авторами розкриті аспекти для подальшого дослідження цього питання.

Ключові слова: інновація, потенціал, освіта, новизна, ефективність

Анотація

В статье рассмотрены способы применения и роль инновационных процессов в образовании. Авторами указаны причины необходимости внедрения инноваций в образовании, а также требования к учителям для достижения эффективных результатов в этом процессе. Авторами отмечено, что процесс формирования высокого профессионализма и педагогической культуры учителей определяется инновационной ориентацией их педагогической деятельности. Учитель должен быть открытым к новизне, креативности и экспериментам в его работе. Факторы инновационного процесса в образовании определяются в статье, среди которых: новизна, оптимальность, эффективность, способность применять разнообразные инновации на практике. Отдельно авторами определены аспекты для дальнейшего исследования этого вопроса.

Ключевые слова: инновация, потенциал, образование, новшество, эффективность.

Summary

In this paper we describe the use of the role of the innovational processes in education. The author has pointed the reasons of the need of providing of innovations in education and also the requirements of teachers for getting better results in this process. The author has noticed that the process of forming of high professionalism and pedagogical culture of teachers is determined by the innovational orientation of their pedagogical activity. The teacher should be opened for novelty, creativity and experimentations in his work. The main criteria of the innovational process in education are determined in the article, they are: novelty, optimality, high efficiency, the ability to use the creative innovation in a massive experiment. The prospects for further investigation are also determined by the author.

Key words: innovation, potential, education, novelty, effectiveness.

УДК 37.018.43(485)

І. В. Роженко,
викладач
(Українська медична
стоматологічна академія)

ПСИХОЛОГО-ДИДАКТИЧНІ УМОВИ УПРАВЛІННЯ ПІЗНАВАЛЬНОЮ ДІЯЛЬНІСТЮ СТУДЕНТІВ ПРИ ДИСТАНЦІЙНОМУ НАВЧАННІ

Постановка проблеми. У контексті проблем гуманізації та оптимізації освітнього процесу, ефективного управління навчально-пізнавальною діяльністю при впровадженні системи дистанційного навчання, особливе місце займає педагогічне проектування навчальної діяльності студентів. Адже реальне життя будь-якого навчального закладу з його проблемами, успіхами і невдачами неухильно підводить до усвідомлення гострої необхідності в кожному окремому випадку обґрунтувати саме оптимальний і гуманний вибір з наявних сьогодні умов, для того чи іншого варіанту навчання з урахуванням необхідного ефекту і витрат часу студентів і педагогів.

Проектування діяльності студентів у рамках технологій дистанційного навчання, природно, пов'язане з оптимальною побудовою