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READINESS OF THE TEACHING STAFF FOR THE IMPLEMENTATION OF THE EDUCATIONAL INNOVATIVE PROJECT AS A STRATEGY FOR THE DEVELOPMENT OF THE EDUCATIONAL INSTITUTION

The article considers the issue of innovation in content and nature of the dynamics of global trends in educational processes, which requires Ukraine to choose further development, which significantly affects the education system and its general education component. The readiness of the teaching staff to implement educational innovative technologies in the development of the new Ukrainian school is determined, the peculiarities of effective management of innovative processes in general secondary education institutions are revealed.

There are educational innovations that are a purposeful process of partial changes that lead to modifications of the purpose, content, methods, forms of upbringing and education, adaptation of the learning process to new requirements. The core of innovative educational processes is the implementation of the achievements of psychological and pedagogical science in practice, education, generalization, and spreading of pedagogical experience, as well as certain components of readiness of teaching staff in innovative activity, namely: individual characteristics of teachers-innovators, motivational orientation, creative, analytical, organizational opportunities.

The article states that the teaching staff of educational institutions is actively testing domestic and foreign educational technologies, an alternative to traditional, author's schools are created, author's educational programs, methods, technologies, etc. are developed and introduced into the educational process. The main stages of the process of introducing innovations into the practice of the school education system are analyzed and it is determined that one of the conditions for implementing innovative pedagogical technologies is the readiness of teaching staff to innovate the essence of which is the interaction of motivational, content and evaluative components. These components provide a creative orientation of the

teacher; his awareness of innovative technologies; determining the level of readiness for innovation; a reasoned system of tools that allows the teaching staff at the theoretical, philosophical levels of transformation of pedagogical reality to professionally carry out innovative activities, significantly increase the developmental and cultural-educational impact of teaching and upbringing on the individual.

Key words: *European educational space, education development strategy, New Ukrainian school, educational innovations, project activities, implementation of innovations, innovative pedagogical technologies.*

Relevance of the article. Ukraine's development strategy provides increasing the competitiveness of national education and science and achieving European living standards. At the present stage of development of the New Ukrainian school to achieve this goal is possible only on the basis of effective interaction of science, education, involvement of innovative pedagogical technologies, which involves the formation of a fully developed, active, business personality capable of self-realization, self-determination, and the final result is own competence.

Innovative in content and nature of the dynamics of development of global trends in educational processes requires Ukraine to choose further development, which significantly affects the education system and its general education component. Innovations are the mechanism that allows creating in all areas of activity the process of outstripping development by the integration of Ukrainian education into the European educational space.

The teaching staff of educational institutions is actively testing domestic and foreign educational technologies, an alternative to traditional, author's schools are created, author's educational programs, methods, technologies, etc. are developed and introduced into the educational process. Therefore, an important component of professionalism is the readiness of educators to evaluate new pedagogical technologies, determine their accordance with the needs and capabilities of a particular educational institution, as well as the ability of teachers to correctly experiment with innovative ideas.

Undoubtedly, innovations in pedagogy depend on the professionalism of the teaching staff, the readiness of teachers to work in modern conditions. In accordance

with these provisions, the issue of the formation of individual characteristics of teachers, the formation of motivational orientation, its creative potential, analytical and organizational capabilities becomes especially important. Among the components of successful self-realization of the teacher I. Rudnytska defines leadership, initiative, independence, flexibility, sociability, balance, optimism, demanding, sense of subordination, openness to new knowledge, and the best achievements in science, culture, and social practice, the vision of prospects for the development of society, confidence in the reality of these prospects [11, p.43.].

Analysis of modern researches on the problem. Consideration of philosophical, pedagogical, psychological literature, and dissertation research testifies to the strengthening of attention of scientists to innovative activity, an increase of professional level, and managerial competence of pedagogical workers. Important aspects of pedagogical innovation are reflected in the works of V. Palamarchuk, A. Pryhozhyna, O. Savchenko; the philosophical aspect is highlighted in the works of V. Andrushchenko, B. Hershunskyi, I. Ziazun; managerial - in the works of V. Bondar, L. Vashchenko, L. Danylenko; adult education - in the studies of V. Oliinyk, N. Protasova, T. Sorochan, T. Sushchenko, L. Khoruzha, H. Yelnikova, and others. The creative achievements of domestic and foreign researchers have highlighted the issues of teacher innovation, management of innovation in educational institutions, training of teachers in the system of postgraduate education for innovation.

Researchers considered the issues of pedagogical innovation (B. Hershunskyi, L. Danylenko, O. Kozlova, V. Luhovyi, O. Popova, M. Potashnyk), personality-oriented pedagogy (I. Bekh, S. Podmazin, O. Savchenko), management educational innovations (L. Danylenko), management activities of heads of general secondary education institutions are based on the methodology of management of intra-school management (Yu. Konarzhevskyi), the organizational culture of school management (H. Timoshko).

The purpose of the article is to determine the readiness of the teaching staff to implement innovative educational technologies in the development of the New

Ukrainian school and identify features of effective management of innovative processes in general secondary education.

Results. Modern domestic scientists consider innovations in education as “the process of creating, disseminating and using new tools (innovations) to solve those pedagogical problems that have still been solved differently”; “The result of a creative search for original, non-standard solutions to various pedagogical problems”; “Relevant, significant and systemic innovations that arise on the basis of various initiatives that become promising in the context of the evolution of education and have a positive impact on its development”; “Products of innovative educational activities, which are characterized by the processes of creation, dissemination, and use of a new tool (innovation) in the field of pedagogy and research”; “Updating or improving the theory and practice of education, which optimizes the process of achieving its goal”; “Various innovations in the activities of educational institutions, in the implementation of the educational process”.

At the stage of the emergence of innovative activity, its general creative bases, as Yu. Zavalevsky notes the most effective conditions for the development of the innovative activity of the teacher, formation at it of aspiration to new are created. The basis and content of innovative educational processes are innovative activities, the essence of which is to update the pedagogical process, the introduction of new formations in the traditional system, which involves achieving the highest degree of pedagogical creativity. The subject, the bearer of the innovation process is, first of all, the teacher-innovator. Addressing the analysis of the problems of modern education requires solving the problems of evaluation and development of the structure of the formation of innovative activities of teachers. These tasks have a deep socio-pedagogical meaning, as their solution depends on the success of reforms in the education system, the prospects for school development [7].

The result of the innovative pedagogical activity is the creation of new (original techniques, integral pedagogical concepts), which changes the usual view of the phenomenon, restructures the socio-pedagogical relations. That is, a teacher in an innovative pedagogical model is a researcher of his own personality and the

activities of those he teaches and educates. The personality-oriented nature of innovative pedagogical activity determines the degree of inclusion in it [8].

The success of innovative activities provides the teacher's awareness of the practical significance of various innovations in the education system not only at the professional but also at the personal level. However, the involvement of a teacher in the innovation process often occurs spontaneously, without taking into account his professional and personal readiness to innovate. The readiness for innovative pedagogical activity is a special personal state, which provides for that the teacher has a motivational and value attitude to professional activity, own aging of effective ways and methods of achieving pedagogical goals, ability to creativity and reflection. It is the basis of an active social and professional-pedagogical position of the subject, which encourages innovation and promotes its productivity [1]. The general interest in the problems of teacher training for innovation is still fading, but it is prematurely to make conclusions about determining the most effective way to organize the process of such training.

The study of the innovative practices of educational institutions suggests that the effectiveness of innovative activities of teachers depends not only on their professional skills but also on the positive "I" -concept, personal readiness to begin the transformation of the educational process. The readiness is considered as an inner force that shapes the innovative position of the teacher. It is a complex integrative formation that includes motivational, emotional-volitional, cognitive components.

We share I. Dychkivska's views on innovations, understanding them as new forms of labor organization and management, new types of technologies that cover not only individual institutions and organizations, but also various areas. They are an essential active element in the development of education in general, the implementation of specific tasks in the educational process. It is expressed in the trends of accumulation and modification of initiatives and innovations in the educational space; that cause some changes in education [8].

Educational innovations are a purposeful process of partial changes that lead to modifications of the purpose, content, methods, forms of teaching and education,

adaptation of the educational process to new requirements. The core of innovative educational processes is the implementation of the achievements of psychological and pedagogical science in practice, study, generalization, and dissemination of pedagogical experience [6, p. 247–248].

Modern researchers, in particular T. Ponimanska, outline the types of readiness for innovative pedagogical activity - situational, creative, and authorial. It is assumed that these types of readiness should prognostically prevent innovative inertia in pedagogical practice, as well as prepare teachers to solve various creative tasks.

In turn, M. Meladze characterizes the innovative activity of the teacher as a personal category, as a process and result of creative activity. The researcher notes that this activity requires the ability to build a conceptual basis for pedagogical innovation, which includes diagnosis, forecasting, development of the experimental program, analysis of its implementation, as well as observation of implementation and their results, correction, and reflection of innovative actions.

Comparison of the data of researches received by scientists (Sh. Amonashvili, E. Bondarevska, T. Ponimanska, V. Slastonin, etc.) and their analysis in the context of requirements of the person-oriented approach to education and training of children allows to define such indicators of readiness of teaching staff to innovative activities, namely:

- awareness of the need to introduce pedagogical innovations at the level of their own pedagogical practice;
- unforcedness of the latest pedagogical technologies, knowledge of innovative methods of work;
- desire to create their own creative tasks, methods, to conduct experimental research work;
- readiness to overcome the difficulties of the meaningful and organizational plan;

- availability of practical skills for mastering pedagogical innovations and creating new ones [11].

The success of innovative activities predicts that the teacher is aware of the practical significance of innovation not only at the professional but also at the personal level. In order to involve teachers in creative search and innovation activities, it is necessary to determine the dominant motives for such activities. The main ones are:

- external incentives related to material rewards;
- motives for external self-affirmation (through the judgment of others);
- actual professional motives associated with increasing competence, self-esteem, which are certain conditions of teacher comfort;
- motives of personal self-realization (provide for the possibility of personal growth, self-actualization);
- creative motives that are related to the needs of creativity [11].

Besides, we have identified the following components of the readiness of the teaching staff in innovation:

- **individual features of teachers-innovators** are: general worldview, pedagogical culture, knowledge of modern psychological and pedagogical literature, creativity, creative approach, constant updating of the content of the activity, pedagogical technologies, knowledge, and use of national-regional features in the context of the educational system, ability to self-organization, prognostic ability, ability to predict the development of innovation processes;
- **motivational orientation** - creative interest in innovations, formed the need for personal achievements; desire for professional leadership; expectations of a positive assessment; creating a situation of success for colleagues a positive attitude to creativity and creative people;
- **creative, analytical, organizational capabilities** - knowledge and generation of ideas in the field of innovation, mastery of innovation in the educational institution, the ability to overcome inertia in the teaching staff,

independence of judgment on the basis of high professionalism, ability to cooperate with scientists and practitioners and projects, mastery of experimental methods), the ability to accumulate and use the experience of creative colleagues.

Each innovation is implemented gradually, passes certain stages of formation for successful and long-term use of innovative technologies in the educational institution. It is very important to effectively implement innovations at all stages, ensuring their logical, organizational interconnectedness, continuity, given that any innovation must meet the objective needs of pedagogical practice.

Let us consider *the main stages of the process of implementing innovations in the practice of the school education system*. We agree with L. Vashchenko that this process can be divided into 7 stages:

The first stage is the teaching staff's *awareness of the need for changes* and innovation and *readiness to innovate* in the educational process, which requires monitoring the quality of education, analysis of these studies, and understanding that the real state of the educational process does not meet new trends. An important condition for the implementation of innovative pedagogical technologies is the explanation of the reasons for change and the motivation of teachers to use innovative teaching methods.

The second stage is the search and updating of new ideas. At this stage, a creative group is formed, the main purpose of which is the development and design of innovative ideas in a project or program, as well as identifying the range of problems that need to be solved, updating new ideas, and discussing them. That is, to ensure a positive result of innovation should be a means of solving a problem relevant to this school.

The third stage is the implementation of an innovation project. The creative group determines the future perspective and strategy for achieving the goal. The prepared project of innovative technologies should voice the purpose, tasks, and main measures for the implementation of new ideas, the necessary resources to effectively achieve goals and methods of identifying the effectiveness of innovation processes, which involves active participation of teachers in project discussion and

planning to motivate the implementation of innovations. It is important that innovative technologies must be implemented in very specific conditions and focus on solving clearly defined pedagogical problems.

The fourth stage - testing of a new pedagogical idea, experimental testing of these innovations. At this stage, it is important to take into account the readiness of the team to implement innovative technologies, motivation of teachers, the presence of stress, functional uncertainty, staff awareness. It is necessary to create comfortable conditions for all subjects of innovation. We believe that at this level, innovations should be pre-tested and analyzed for the effectiveness of their application, which is accompanied by control by teachers, psychologists, sociologists. That is, to ensure maximum efficiency, this experiment must be comprehensive.

The fifth stage is the preparation of the subjects of the educational process to work in new conditions, which is usually carried out in the conditions of retraining and involves: a well-thought-out choice of management style, means of evaluation, and control of intermediate results, a delegation of authority. It should be noted that the effectiveness of innovations depends on the readiness of participants for innovation. Also important at this stage is the role of mentor, creative team leader, scientist. In addition, innovations must be technologically advanced and focused on the manifestation of personal qualities, professional skills, and abilities of teachers.

The sixth stage involves the formation of a positive attitude of the team to innovation. Because in the process of introducing innovative technologies there may be difficulties with the new routine.

The seventh stage is the publication of the results of the use of innovative technologies.

Analyzing the stages of innovation, we can conclude that one of the conditions for the implementation of innovative pedagogical technologies is the readiness of the teaching staff to innovate, the essence of which is the interaction of motivational orientation, content-operational, and evaluative-reflexive components. These

components provide the creative orientation of the teacher; his awareness of innovative technologies; determining the level of readiness for innovation.

Educational changes defined by the Concept of the New Ukrainian School outline the main directions of reforming the preconditions for innovation, namely: introduction of new State Standards of all levels of education, teacher training, the realization of the right of educational institutions and teachers to autonomy, and academic freedom. Domestic and foreign scientists have identified theoretical and methodological aspects of the formation of the author's school as an innovative educational system that is self-developing; original author's concepts of the pedagogical system of the school - the main form of implementation of the author's idea are substantiated. According to Yu. Zavalevskyi, O. Marynovska, the term "author's school" means an educational institution with a high level of development of innovative potential as a necessary precondition and result of self-development of its competitiveness by means of experimentally tested original author's concept of modeling pedagogical system technologized in essence, which provides stable positive results [7].

The logic of modeling the work of an experimental educational institution, as Yu. Zavalevskyi and O. Marynovska emphasize, reflects the logic of scientific-pedagogical research, which involves the development of new knowledge - its ideas, concepts, approaches, technologies, etc., which are developed in practice, tested during the experiment. The logic of modeling the work of an innovative educational institution is the logic of implementing the results of scientific research (innovation) into practice.

Author's school as a phenomenon of innovative educational practice is characterized by:

firstly, a high level of development of value culture and innovation potential, which is a necessary precondition and result of self-development of its competitiveness;

secondly, experimental, research nature, because the presence of the original author's concept justifies new ways of resolving the identified contradictions by means of the author's innovations as components of an integral pedagogical system;

thirdly, an innovative product that is beyond acceptable, the manifestation of which is a high level of scientific novelty, theoretical and practical significance of the results;

fourthly, the demand for innovative experience of the author's school in mass practice, which favorably distinguishes it as a competitive educational institution [7].

Thus, the author's school as an innovative educational product is unique and original due to the practical ability to develop and implement their own pedagogical idea, get out this message to the general educational community. Due to it, we get high stable results of the quality of education of students by solving the problems of modernization of the Ukrainian school, the implementation of scientific and pedagogical research in teaching practice. Thanks to high professionalism, perseverance, creative inspiration, the creativity of teachers, educators, the educational sector are filled with innovative ideas and promising concepts used by the pedagogical community of schools in Ukraine.

Conclusions. Summarizing the results, it can be argued that the readiness of the teaching staff to projects innovative educational technologies are determined by the level of knowledge, the formation of teachers of relevant skills and skills of project activities, as well as individual values to innovation. Thus, the innovative educational activity of general secondary education institutions is, first of all, activity on improvement or updating of educational theory by development, experimental verification, approbation, mastering, and preservation of educational innovations, which is characterized by their participation in systematic psychological and pedagogical experimental researches of the educational process, technologies of teaching and educating students, management, the result of which is a significant increase in their effectiveness, as well as the process of significant change in the results of educational activities of educational institutions.

We believe that the quality of the innovation process is determined by its goals, methods, and means, organization, knowledge, abilities, interest of performers in achieving the highest results, the peculiarities of communication between them. Another important condition for the successful implementation of innovative pedagogical technologies is the motivation and training of performers. This means that in order for teachers to be interested in achieving the necessary results of innovative activities, it is necessary to create appropriate conditions, provide collective, personal incentives, as well as to conduct training or retraining.

Thus, modern processes taking place in the field of education and the activities of educational institutions, as its main link, are aimed at implementing innovative educational policies, which are considered as a qualitatively new formation in science. The scale is evidenced by the facts of intensification of innovation processes in traditional educational institutions, which indicates the development of pedagogical innovation (the science of providing conditions for pedagogical innovation) and the possibilities of their potential implementation.

Considering the conditions of implementation of innovative pedagogical technologies, the readiness of the teaching staff to implement an educational innovation project as a strategy for the development of educational institutions, we consider the implementation of innovative technologies in accordance with the stages of their implementation at the practical level. Innovations in pedagogy, according to I. Rudnytska, reflect a complex and long-term process in which many factors influencing it to take part. In this process, the leading place is given to the teaching staff. It is from his readiness to innovate, from his attitude to innovation depends on the success of those whom they teach [11].

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