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**INNOVATIONS IN PEDAGOGICAL ACTIVITY OF HIGHER SCHOOLS**

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**Abstract**

The article deals with the actual current task of pedagogical activity - innovations in educational process. The article represents reviews of the research and works on the subject by other authors and definitions of the main concepts concerning the subject, and points out the main reasons stimulating professors and teachers of the higher schools to innovations. Having analyzed the scientific works on the subject, the author indicated innovative features of higher school pedagogics. The author represents the results of the research on readiness of the staff of Moscow Aviation Institute (National Research University) to introduce innovations in practice. Factors influencing the process of innovation such as: major advantages of innovative pedagogics from the point of view of pedagogical staff of higher schools, readiness of the teachers to master innovations, barriers to master innovations, awareness of the managers to accept innovations, branches of literature devoted to innovative pedagogical technologies and their realization were also studied.

**Keywords**

Innovation – Innovative ideas – Pedagogical activity – Innovative pedagogics – Educational process

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PH. D. T. A. PONYAEVA



## Introduction

Opportunities of innovations enrich and broaden the academic potential of the higher schools and permit them to carry out the entire process of the higher school system reformation more successfully. The process of improvement concerns not only technological innovations, but the readiness of the pedagogical staff of higher schools to accept these changes, to practice them intensively in educational process in order of achieving more advanced results. And it is the innovative activity of the teacher, that plays the key role in this context, because thorough introduction of innovative ideas into educational process is impossible without complete interference of the teacher into the process.

## Analysis of the literature

While defining the meaning of the word “innovations” as “new changes” in education, a number of scientists such as T.G. Novikova, V.I. Andreev, V.A. Slastenin, V.I. Zagvyazinsky, A.S. Sidenko formulated the definitions of innovative activity components such as “innovative process”, “innovative project” etc<sup>1</sup>. Due to V.V. Robsky “innovation” can be defined as new approach to being performed activity with the purpose to improve the last and to benefit within its edges<sup>2</sup>.

Innovations are also identified as the set of technical and technological means practiced in higher schools in order to improve the quality of the process of education, as well as to increase data on efficiency of competitive approach in education. In this way, innovations increase significance of that higher school, which apply them, add them to the list of scientific, social and economic activities as a feature of the enterprise being progressive<sup>3</sup>. Taking into account the fact that pedagogical innovations are considered to be social by sense, it is necessary to mention that they are aimed to develop methods of correlation between the students and the teachers in order to form new ways of their team work directed to achieve the stable positive result<sup>4</sup>. From the economic point of view pedagogical innovations can be realized by using resources educational system possesses, if, so called, “extensive approach” is chosen, or with the attraction of additional outside financial and technological investments. This approach is considered being “extensive”<sup>5</sup>.

Traditionally innovations mean technological progress, however, from the pedagogical point of view, the term “innovations” can have different characteristics, which doesn't let us give clear definition of the term in pedagogical context<sup>6</sup>.

<sup>1</sup> I. G. Gerashhenko y N. V. Gerashhenko, “Destruktivny e elementy v pedagogicheskix innovatsiyax”, *Studia Humanitatis* num 1 (2020).

<sup>2</sup> V. V. Robskij, “Roli mesto innovatsij v pedagogicheskoy deyatel nosti: pedagogicheskaya innovatsiya kak profesional naya potrebnost”, *Voprosy` pedagogiki* num 11 (2018): 107-111.

<sup>3</sup> A. N. Legkonogix; S. L. Popova; I. A. Kunshenko; T. A. Lubenczova y E. A. Dzyuba, “Ponyatie «innovatsiya» v social`no-pedagogicheskix texnologiyax inklyuzivnogo obrazovaniya”, *Chelovecheskij capital* num 5 Vol: 125 (2019): 153-162.

<sup>4</sup> M. I. Dolakova; S. G. Zubanova y D. A. Pashentsev, “The legal basis for the implementation of the financial policy of the state in the Russian Empire of the second half of the 19th century”, *Vestnik of saint petersburg universiteta-law/* Vol: 9 num 4 (2018): 452-466. DOI: 10.21638/spbu14.2018.401

<sup>5</sup> S. A. Domracheva, “K voprosu o pedagogicheskix novshestvax i pedagogicheskix innovatsiyax”, *Vestnik Marijskogo gosudarstvennogo universiteta* num 6 (2011): 97-100.

<sup>6</sup> A. M. Walder, “The concept of pedagogical innovation in higher Education”, *Education Journal* num 3 Vol: 3 (2014): 195-202.

Foreign researchers came to conclusion that current situation in educational system requires changes on the basis of opportunities suggested by innovations. In fact, they pointed out several motives stimulating higher school teachers to adjust their educational models<sup>7</sup>. They are:

1. Capabilities and abilities of the students are not equal
2. Activities and intentions of the teachers are to satisfy present situation in educational process
3. The students quickly get tired of the long - term application of one and the same model in teaching. So, the students should find themselves in various situations and experience their behavior in suggested situations for the adoption of knowledge to be quicker and more thorough.
4. Various models of teaching help the participants to adapt directly to certain circumstances in the process of education, making it more flexible<sup>8</sup>.

Innovations in pedagogics are especially actual nowadays when many higher education institutions have to use distant forms of teaching because of pandemic<sup>9</sup>. The teachers have to use internet resources intensively under the circumstances<sup>10</sup>. An important aspect of innovations' development in pedagogical activity is individual capability of the participants to navigate the continuously growing amount of information and assess its credibility, as well as to teach students to find necessary information and to analyze it<sup>11</sup>.

Having studied the scientific works, the author managed to indicate the following innovative characteristics of the higher school:

- The subjective acceptance of innovations and their introduction to the educational process happens as a result of the internal requirement and presence of the individual motive of the participants
- Innovation can bring new technologies in specialists' work and improve people's lives in any society, as it is important for the subjects of the innovative labor to possess the potential, have extensive practical experience and high level of knowledge
- Innovative activity has progressive influence on educational practice bringing changes to conditions and the process of education itself
- To avoid barriers on the way to innovations as a result of natural resistance of human psyche on new circumstances is possible only by gradual overcoming the difficulties, until the final result is achieved

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<sup>7</sup> M. R. Zheltukhina; N. V. Bondareva; L. L. Zelenskaya; I. G. Anikeeva; L. E. Malygina y A. V. Chistyakov, "Media Promotion Role of Economic Vocabulary: Specific Features and Functions in Presentation and Advertisement", Online journal of communication and media technologies. Vol: 9 num 2 (2019). DOI: 10.29333/ojcm/5733

<sup>8</sup> S. B. Hamida; A. Maaloul y S. B. Hamida, "The Pedagogical Innovation Serving Technological Education", Creative Education Vol: 7 num 1 (2016).

<sup>9</sup> E. Beketova; I. Leontyeva; S. Zubanova; A. Gryaznukhin; A. Movchun y V. Palgrave, "Creating an optimal environment for distance learning in higher education: discovering leadership issues", Communications Vol: 6 Article 66 (2020). DOI: 10.1057 / s41599-020-0456-x

<sup>10</sup> Zi-Yu Liu; Natalya Spitsyn; Svetlana Zubanov y Aygun Vekilova, "Using Internet Resources for Remote Language Learning" International Journal of Emerging Technologies in Learning (IJET) Vol: 15 num 13 (2020).

<sup>11</sup> I. Korotaeva, "Interactive Computer Technologies in the Educational Process", International Journal of Advanced Trends in Computer Science and Engineering. Vol: 9 Issue 2 (2020): 942-950.

- The major task of innovation is to increase the motivation of practicing innovative pedagogical activity, as well as obtaining stable positive results in learning by the students in order to improve the human society<sup>12</sup>.

Intensive introduction of innovations in the process of education is primarily connected with the development of the informative society. Internet and the opportunities it provides to distant learning, as well as to the process of getting knowledge, plays an important role in this problem<sup>13</sup>. The latest achievements in pedagogical science also become available to a great number of teachers. Additional positive item is the financial benefit, as expenditures on implementation of pedagogical activity through the global internet resource is incomparable to those on introduction of scientific economic or technical developments. We should mention that the financial support of the state is significantly important in the development of pedagogical technologies<sup>14</sup>.

The scientists studying the problem of pedagogical innovations faced not only the problem of confrontation to innovations, but with the adverse effect of their appearance, as well as with the presence of ineffective technologies<sup>15</sup>.

Today many authors point at the similarity in defining the terms “pedagogical innovations” and “pedagogical creativity”. Influencing the personal growth of the participants of the process, higher education institutions apply innovative practices that stimulate the process of cognition. Innovations influence research, search and solution of the faced problems modernizing and transforming the objects of activity. Teachers and students interpret the gained experience by using data obtained on the basis of technological solutions<sup>16</sup>.

One type of innovative activity of the teachers of I-11 department, “Foreign Languages for Aerospace Specialties”, of Moscow Aviation Institute (National Research University) is the annual students’ scientific – practical conference called “Innovative Technologies of the XXI Century”<sup>17</sup>. The conference is the additional educational activity for the students, masters and post-graduates, who prepare presentations in foreign languages and report on them to the audience in order to train their skills of public speech, skills to lead the discussion with the audience and improve their knowledge of foreign language<sup>18</sup>.

<sup>12</sup> I. F. Filchenkova y N. V. Samsonova, “Vestnik Baltijskogo federal`nogo universiteta im I. Kanta.” Ser.: Filologiya, pedagogika, psixologiya num 2 (2016): 102-108.

<sup>13</sup> E. A. Nazartseva; L. A. Morya y S. G. Zubanova, “Teaching foreign students the vocation-related language”, Amazonia investiga Vol: 8 num 22 (2019): 338-343

<sup>14</sup> A. N. Legkonogix; S. L. Popova; I. A. Kunshenko; T. A. Lubenczova y E. A. Dzyuba, “Ponyatie «innovaciya» v social`no-pedagogicheskix texnologiyax inklyuzivnogo obrazovaniya”, Chelovecheskij capital Vol: 125 num 5 (2019).

<sup>15</sup> E. N. Astafeva, “Traktovki pedagogicheskix innovacij i pedagogicheskoy innovatiki v otechestvennoj nauke (2000-e-2010-e gg.)”, Istoriko-pedagogicheskij zhurnal num 2 (2019): 44-57.

<sup>16</sup> R. N. Andreev y A. V. Titov, Innovacii i tvorchestvo v pedagogicheskoy deyatel`nosti. V sbornike: Napravleniya i perspektivy razvitiya obrazovaniya v voennyx institutax vojsk nacionalnoj gvardii Rossijskoj Federacii: Sbornik nauchnyx statej X Mezhvuzovskoj nauchno-prakticheskoy konferencii s mezhdunarodny`m uchastiem. Pod obshhej redakciej S.A. Kucenko. 2019. S. 9-12.

<sup>17</sup> O. V. Abramova y I. E. Korotaeva, “The practical importance of student conferences in a foreign language (from the experience of working with aerospace students)”, Revista Espacios Vol: 40 num 31 (2019).

<sup>18</sup> O. V. Abramova, “Prakticheskij analiz opy`ta provedeniya studencheskoj nauchno-prakticheskoy konferencii na inostrannom yazy`ke v texnicheskom vuze”, Pedagogicheskij zhurnal Vol: 9 num 1 (2019): 743-748.

Unfortunately, there exist a contradiction between the requirements of the motivated teachers to introduce innovations and lack of awareness of the managers about the benefits of the changes<sup>19</sup>.

We should also mention, that the number of teachers with personal complicated attitude to innovations is not small, which is the factor restraining the process of development of required skills of specialists on their way to carry out pedagogical activity with taking current circumstances into account.

The set of personal qualities of the teachers, that shows the capability to realize new ways of solution of existing education problems in practice and focus on the result as well as their individual work on self-advancement of personal professional pedagogical skills is considered to indicate the readiness of the teacher to carry out innovative activity.

## Methods

In the work the method of systems analysis was used, by which all the internal and external correlations and dependences of the subject of the research were studied on the basis of theoretical material.

Comparative analysis gave us an opportunity to compare and indicate the main general and distinctive characteristics of pedagogical innovations and other key concepts.

Interview by questionnaire directed to analyze the readiness of the pedagogical staff to master the innovations was chosen as the method for the research work.

The questionnaire was suggested to 102 teachers of Moscow Aviation Institute (National Research University).

## Results and discussion

73% of the respondents demonstrated their interest to the innovative processes in new pedagogical activity. They pointed at the following advantages in innovative pedagogics.

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<sup>19</sup> R. S. Nagovitsyn; D. K. Bartosh; A. Y. Ratsimor y N. V. Neverova, "Modernization of Regional Continuing Pedagogical Education in the "School-College-Institute». European journal of contemporary education. Vol: 8 num. 1 (2019): 144-156. DOI: 10.13187/ejced.2019.1.144 y R. S. Nagovitsyn; E. G. Zamolotskikh; I. I. Potashova y L. V. Rybakova, "Model of the System of Raising the Social Status of the Teacher in the Region on the Basis of a Pedagogical University", European journal of contemporary education. Vol: 8 num 2 (2019): 315-327. DOI: 10.13187/ejced.2019.2.315

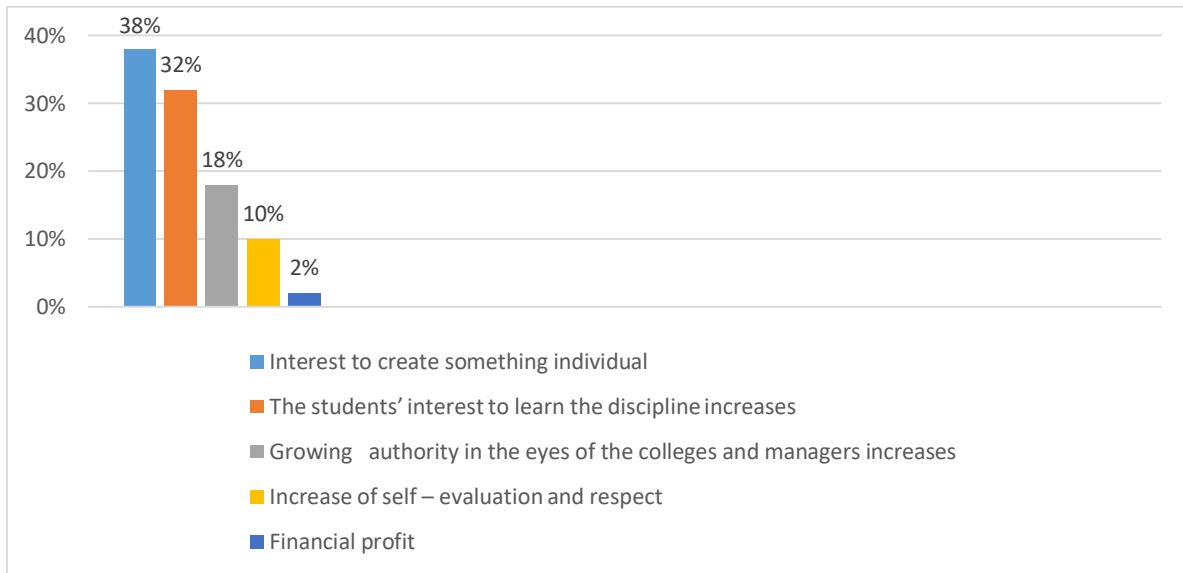


Diagram 1  
The main advantages of the innovative pedagogics

As the key advantage of the innovative pedagogics, the teachers mentioned their interest to create something new and growth of students' motivation to learn the discipline. The increase of self-evaluation and financial profit were considered to be the poorest advantages.

However, it should be mentioned that only 20% of the staff feel themselves ready to innovations.

The teachers noticed several barriers to mastering the innovative techniques, such as:

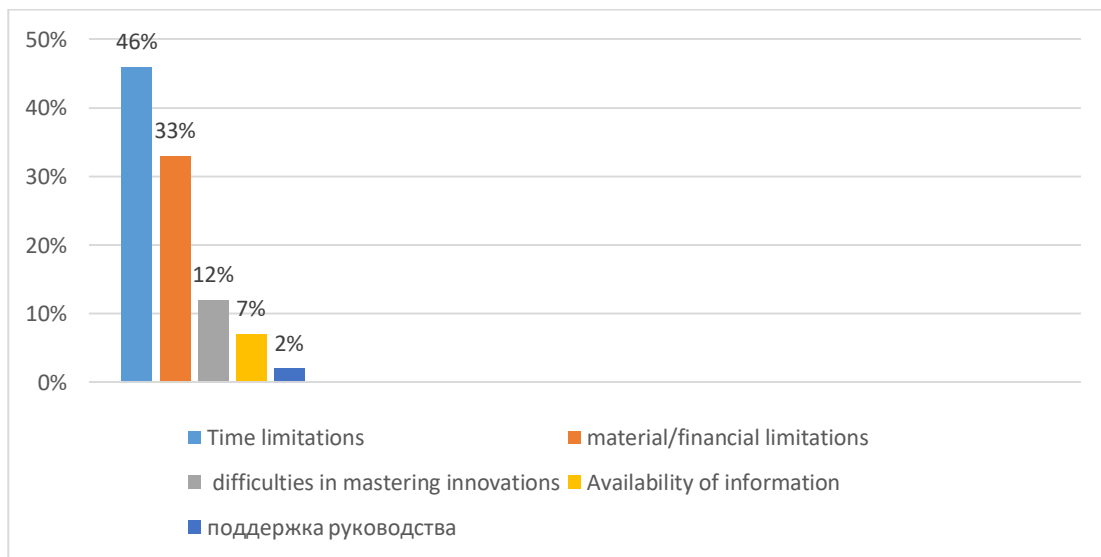


Diagram 2  
Barriers to mastering innovations by teachers.

According to the teachers, the main obstacles on their way to mastering innovations are limitations in financial and time resources.

Intensive professional self-improvement as a part of the process of innovation in pedagogical activity is recognized by 92% of the staff.

To advance their professionalism the teachers read specialized literature on the latest progressive methodologies and techniques in teaching regularly (diagram 3).

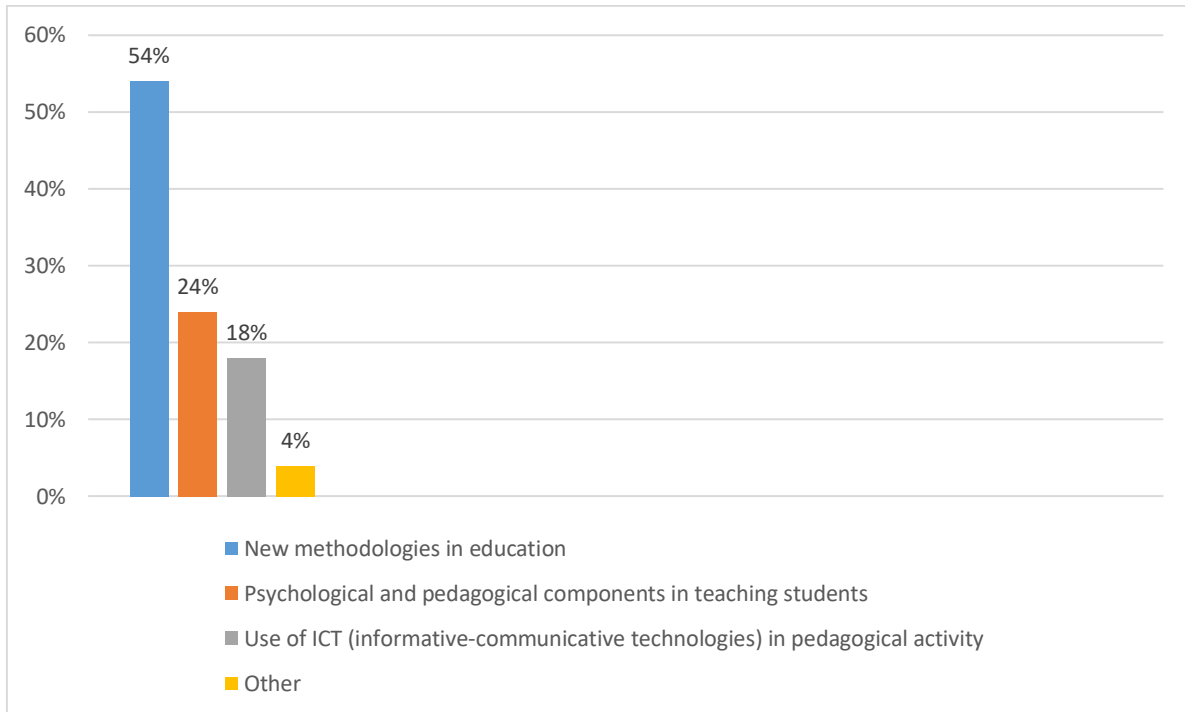


Diagram 3  
Branches of literature for realization of innovations.

## Conclusion

Nowadays, innovations in pedagogics are not only the subject of research, but an important practical aspect of contemporary education. Efforts in this field are not simply actual, but necessary, in order to create and plan individually the optimal, adequate and rational content of the students' workload at every period of educational process. It's also important to take into account the level of psycho-physical state of the students, which gives an opportunity to improve the optimal positive psycho-physical state of the student.

Within the research carried out on the readiness of the teachers of Moscow Aviation Institute (National Research University) to innovative pedagogical activity, general positive attitude to it was identified.

While noting correlation between the growth of the students' interest to the process of education and development of new methodologies on educational process, the teachers demonstrate their positive attitude to the introduction of innovations to the process of education. Limitations in this process are still significant. Among them are lack of finance and time which the teachers adopting innovations in their daily work face. Speaking about self-advancement and more thorough realization of the innovative processes, the teachers can consult specialized literature.

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