Tasks of Modern Education in an Innovative Society

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Summary

The article shows the specifics of educational innovations, which are multidimensional and are carried out mainly through the interaction of subjects of pedagogical interaction; it has a mandatory impact on subjects receiving education and at the same time the motive for making a profit is not the main driving force for their introduction. Innovations in education are aimed at solving the problems that are shown in the article. The most important function of the teacher is formulated – to teach pupils (students) the most important things: how to become a person and realize their potential opportunities and abilities. These are extremely difficult tasks nowadays. Life outside the walls of educational institutions is changing rapidly, and the teacher is trained "according to yesterday's requirements of society, life". The article shows advanced pedagogical experience, which is an important factor in improving pedagogical skills, developing the teacher's creative initiative, and an inexhaustible source of new and progressive things.

Modern innovations in the higher education system should solve the problems described in the article. The main tasks of modern professional education are highlighted: providing fundamental scientific, professional and practical training in the field of educational activities; obtaining students' knowledge and skills of educational and qualification levels in accordance with their vocation, interests and abilities; improving scientific and professional training of personnel for the educational sphere. The article considers pedagogical principles for the implementation of tasks, according to modern methodology: content and structural principle of building a system of continuing professional education. The principle of multi-level professional educational programs; the principle of additional postgraduate professional training; the principle of maneuverability of educational and professional programs, the possibility of obtaining parallel professional education. The principle of individualization of professional education; the principle of continuity of professional educational programs; the principle of integration of educational structures, the creation of educational research and production complexes, associations of educational institutions of different levels of accreditation of one professional direction; the principle of consistence. Pedagogical skills of the teacher are divided into the following groups: gnostic skills; projective skills; constructive; communicative; organizational; creative skills. It is found out what skills of the teacher and how they are manifested in the preparation and conduct of the training session. The most important components of the teacher's activity are analyzed. The role of teacher skills in educational activities is clarified. It is proved that the level of pedagogical skill of a Higher School teacher is an important factor in the educational process, which affects the learning outcomes of students, their formation as individuals.

Keywords:

innovations in the higher education system, teacher functions, educational innovations, pedagogical interaction, modern education, innovative society.

1. Introduction

One of the strategic directions of the state-building process in Ukraine at the present stage is the reform of the higher education system. As you know, one of the most important conditions for the development of education is the intensive and optimal introduction into practice of new progressive pedagogical ideas, technologies, achievements of modern psychological and pedagogical science and practice.

Creating a clear, manageable, flexible system of studying, generalizing, distributing and implementing the latest achievements of pedagogical science and advanced

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pedagogical practice in the educational process is one of the most important conditions for improving the work of educational institutions, improving the quality of Education. In recent years, the interest of scientists, teachers-practitioners, and the public has significantly increased in the problem of improving the educational process. The future well-being of each person and the state as a whole depends on the effectiveness of educational institutions. To form a new generation, we need wise teachers who are trained by higher education institutions [6].

The purpose of the article: to analyze the theoretical state of the problem research and, based on the study of scientific, pedagogical and professional literature, advanced pedagogical experience, to form the tasks of modern education in an innovative society.

2. Analysis of recent research and publications

Lukyanova L. identifies three aspects of training specialists that are important for any field of Education. Namely fundamental training (knowledge); technical training (knowledge of how to do); personal abilities (know how to be and how to behave) [7].

Sakun L. considers the main tasks of modern professional education to be providing fundamental scientific, professional and practical training in the field of educational activities; obtaining students' knowledge and skills of educational and qualification levels in accordance with their vocation, interests and abilities; improving scientific and professional training of personnel for the educational sphere [11].

Kuzminsky A. considers advanced pedagogical experience to be an important factor in improving pedagogical skills, developing a specialist's creative initiative, and an inexhaustible source of new and progressive things.

Pedagogical skills of the teacher the scientist divides and groups gnostic skills – the ability of cognitive and analytical content; projective skills – the ability to predict, create an object as a certain integrity in the imagination, determine the prediction of professional activity. Constructive – the ability to create a real model of planned activities; communicative – the ability to communicate with listeners; organizational skills – the ability to implement an activity plan; creative skills [6].

Fedorchenko V. for the implementation of tasks, according to modern methodology, as the basis for the formation of the content of professional education justifies general pedagogical principles [2].

Bida O., Oros I., Brzezinski R.for the full formation of professional skills of students suggest using active teaching methods, developing their search skills, correlating the stages of scientific search; proving conclusions, etc. [1].

Pehota O., Kiktenko A., Lyubarska O. believe that the discussion is what should best ensure the solution of the proposed educational tasks. If in a conversation the teacher evaluates, and often explains, the position expressed by the student, then in the discussion the future specialist has to independently justify his point of view [9].

Voloshina O. prepared materials on the organization of innovative activities of Higher School teachers, their introduction of innovative teaching methods and technologies [13].

Efremova G. highlights the theoretical and methodological foundations of educational technologies, scientific and practical content of modern educational technologies, determinants of modern social and educational technologies and considers the latest approaches to modern management technologies [4].

Saukh P. devotes his work to the actual problem of introducing innovations in the educational practice of higher education institutions. He analyzes general innovation trends in the context of European integration and globalization world processes in the field of higher education, including pedagogical education, in the directions of updated theoretical paradigms [3].

Kravchenko, T., Varga, L., Lypchanko-Kovachyk, O., Chinchoy, A., Yevtushenko, N., Syladii, I., & Kuchai, O. emphasizes the features of the modern education system in Poland, reveals the peculiarities of improving the professional competence of a specialist in Poland through the implementation of multimedia technologies. Various forms of innovations implemented in improving the professional competence of a specialist are listed: improvement (rationalization), modernization, innovation. Modernization of computer technologies, especially multimedia ones, is a necessary condition for the functioning of specialists in modern society, since specialists are at the center of the educational process, during the improvement of professional competence [5].

Plakhotnik, O., Strazhnikova, I., Yehorova, I., Semchuk, S., Tymchenko, A., Logvinova, Ya., & Kuchai, O. show the importance of multimedia teaching tools is shown, which are promising and highly effective tools that allow the teacher not only to present an array of information in a larger volume than traditional sources of information, but also to include text, graphs, diagrams, sound, animation, video, etc. in a visually integrated form [10].

Shchyrbul, O., Babalich, V., Mishyn, S., Novikova, V., Zinchenko, L., Haidamashko, I., & Kuchai, O. light up the essence of the concept of multimedia is clarified. In the context of media education, multimedia lists a number of functions: informational, interpretive, cultural, entertainment, and educational. The need to meet the needs outlined in the article in the conditions of informatization of the educational process requires the teacher to have knowledge and skills in the field of multimedia pedagogical technologies, knowledge of advanced methods and means

of modern science. It is considered what relevant concepts of media education have been developed and are being developed in Ukraine and form an important basis for the modernization of education, which will contribute to the construction of an information society in the country and the formation of civil society. Distance learning is considered - the most democratic form of education that allows broad segments of society to get an education. Distance learning methods are used in higher education institutions, in school education, in the system of advanced training of teachers, in the system of training managerial personnel [12].

3. Research methods

A complex of interrelated research methods is applied: theoretical-analysis, synthesis, systematization of philosophical, psychological-pedagogical, educational-methodical literature to substantiate the theoretical foundations of modern education in an innovative society. Comparison and generalization to clarify the features and state of modern education in an innovative society; induction, deduction to determine and justify the organizational and pedagogical conditions of modern education in an innovative society; modeling and prediction to determine the directions of implementation of ways to improve modern education in an innovative society; empirical-observational (introspection, observation, reflection).

4. Results and discussion

The priority task of higher professional education is the development of such qualities and abilities in the future specialist that would allow him to successfully adapt to rapidly changing competitive conditions, readily perceive and implement innovations, and create a qualitatively new social space. Therefore, a characteristic trend of modern education is innovation, which determines its openness to new, advanced nature in relation to other domain of human activity.

Four variants of innovation policy are defined: the policy of "innovation push", "market orientation", "social orientation" and "direction to change". In Ukraine, recently, the policy of "innovation push" has developed, characterized by the fact that the priority areas of Science and Technology are determined by the state, which has the necessary material resources. In contrast to other types of innovation policy that are just emerging in the state, and in which the main resources are distributed by market structures, domestic and international society.

Innovations in education are recognized not only as the final product of applying any novelty in order to make qualitative educational changes and obtain economic social scientific and technical environmental and other effects, but also as its constant renewal. They are characterized by novelty aimed at qualitative improvement of the educational process and results, and are reflected in improved or new educational components (purpose, content, structure, forms, methods, means, results). Educational technologies (didactic, educational, managerial), scientific and methodological developments, technical means, regulatory documents regulating the activities of educational institutions and educational establishment and their relations with other institutions.

The specifics of educational innovations are multidimensional: they are carried out mainly through the interaction of subjects of pedagogical interaction; they have a mandatory impact on subjects receiving education; the motive for making a profit is not the main driving force for their introduction.

Innovations in education are aimed at solving problems: qualitative improvement of motivation of participants in the educational process (educational innovations). Formation of partnership relations between subjects of pedagogical interaction and personal values in the context of universal (training innovations); creation of conditions for making independent operational and effective managerial decisions (managerial innovations) [13].

The reform of the educational system of Ukraine in the direction of integration into the European educational space provides for the development and implementation of innovative educational systems and technologies. The level of implementation of the technological approach is one of the most important criteria for determining the competitiveness and prestige of an educational institution, since educational technologies ensure consistency, purposefulness, efficiency, and effectiveness of its activities. Thanks to the technology of education, the motivation of participants in the educational process to learn increases and the connection of educational material with challenges of our time is monitored.

The diversity of functions of educational technologies is explained by the variability of their structure, the components of which are, in addition to traditional ones, the latest means of the educational process, in particular interactive, information and communication technologies. As well, as distance learning forms, which have now become particularly popular in Ukraine, the countries of the European Union and the world as a whole.

The feasibility of using a technological approach is obvious. However, modern teachers often have trouble in its implementation, which is due to several reasons. First, there is no single well-established opinion in pedagogical science regarding the interpretation of the terms "method", "methodology", "reception", "educational technology", "pedagogical technology", which led to an ambiguous understanding of the essence of the technological approach by teachers. Secondly, there are still unresolved

contradictions in the justification of criteria for evaluating the use of educational technologies, since today there is no universally effective technology that would ensure successful training and education of all subjects of the educational process without exception.

Therefore, the experience of using the technological approach convinces that the quality of the educational process depends primarily on the professional competence and skill of the teacher, on the abilities of students and their personal orientation, that is, this process does not automatically improve from the introduction of educational technologies. However, they are a kind of reference point in the activity of a teacher, since they contribute to the improvement of his pedagogical skills and professional competence [4].

The Higher School is faced with the task of creating conditions for training innovation-oriented specialists who would be able to ensure the accelerated development of high-tech industries with high export potential in the future, which will allow maintaining a high rate of development of the national economy. The importance and urgent need to solve these problems forces higher education institutions to actively look for effective forms and methods of training modern specialists. This process is not easy, because it requires new forms of organization and functioning of higher educational institutions, increasing their institutional flexibility, strengthening the adaptive potential of educational programs, teaching methods, and deepening the scientific component in the educational process [3].

The primary problem in modern pedagogy is the problem of motivation of learning, since both the learning process and the result itself depend on the interest of the student, his immersion in the educational process.

The professional activity of a teacher is multidimensional; it covers purely educational (teaching), methodological, scientific and search work, educational impact on the individual, organizational skills. The most important function of a teacher – by means of their academic subject – mathematics, history, biology – is to teach pupils (students) the most important things: how to become a person and realize their potential opportunities and abilities. These are extremely difficult tasks nowadays. Life outside the walls of educational institutions is changing rapidly, and the teacher is trained "according to yesterday's requirements of society, life." This is not the teacher's fault, but the teacher's misfortune. Not only in Ukraine, but also all over the world there is a crisis of the education system. The school needs reforms of the content, technologies of teacher training, and educational and material support of the educational process.

As experience shows, the most difficult thing to solve problems is:

a) personnel – the level of training and retraining of teachers;

b) formation of parental, public, and social thought on the need to make drastic changes in educational policy and methods of its implementation [6].

In the conditions of life of modern society, increased requirements are imposed on the professional skills of future specialists in the educational field. This explains the need for scientific and practical development of problems of training and placement of personnel working in various spheres of life. Therefore, Ukraine opens up broad prospects for specialists in various fields, but requires a high level of professionalism of a specialist. There are three aspects of training specialists that are important for any field of Education. Namely:

1. Fundamental training (knowledge), which is responsible for obtaining knowledge according to the curriculum of the specialty;

2. Technical training (knowledge of how to do it) that hones mastery and develops the skills required for this specialization;

3. Personal abilities (know how to be and how to behave), that reflect the personal qualities of a specialist [7].

The main tasks of modern professional education can be considered: providing fundamental scientific, professional and practical training in the field of educational activities; obtaining students' knowledge and skills of educational and qualification levels in accordance with their vocation, interests and abilities; improving scientific and professional training of personnel for the educational sphere. [11].

A. Kuzminsky claims that advanced pedagogical experience is an important factor in improving pedagogical skills, developing a teacher's creative initiative, and an inexhaustible source of new and progressive things.

Deep knowledge of the subject of the future specialty of students always causes respect for the teacher, is a characteristic feature of a real master-teacher of Higher Education. This skill of the teacher, his dedication to his profession, the chosen specialty that is the determining factor of educational influence on students.

Perfect deep knowledge of the subject of study is always inherent in real masters of Higher Education. The teacher's dedication to the chosen specialty, his professional interest are significant factors of his educational influence on students. A Higher School teacher acts as a scientist in the eyes of students; he is a representative of a certain field of scientific knowledge, an intermediary between science and students. It not only introduces young people to scientific ideas, prospects for the development of science, its practical application in social and economic activities, but also contributes to the development of students as scientists.

Teachers of Higher Education, trying to achieve an increase in the effectiveness of the educational process, are optimistic for changes taking place in the field of Higher Education. At the same time, they understand that the consequences of any reforms are entirely determined by the quality of their work, the level of professionalism, the

organization of the educational process and, above all, training sessions. The training session is a closed Laboratory of the teacher. In higher education, as in general education, the teacher, students and the subject of study exist in a closed environment. Among specialists-teachers of higher education – it is quite common to believe that the quality of a teacher's work is mainly determined by the level of professional knowledge. Nevertheless, the training session implements not only the professional knowledge and skills of the teacher, but also the level of his psychological and pedagogical training. Consequently, surveys of students also show that the quality of education in higher education is closely related to the personal traits of the teacher, the level of his general culture and psychological and pedagogical training. In some cases, the basic principles of teaching are not fully implemented in the educational process, inappropriate teaching methods and ineffective communication tactics are chosen. Among the shortcomings in the work of teachers, students note a negative emotional background of the educational process its lack of organization [6].

Modern innovations in the higher education system should solve the following tasks:

1. Effective and sustainable approaches to learning and teaching in a changing digital environment (including through online, blended learning, MOOCs - Online Courses (Massive open online course – massive, widely available, public, open distance online courses) are online courses with large – scale interactive participation and 139 open access via the Internet.

2. Expand the educational experience and strengthen student interaction through a shared focus on global citizenship.

3. Strengthening the educational and research nexus with the support of modern science.

4. Effective virtual and physical learning environments that adapt to the needs of the higher education applicant.

The higher education system in Ukraine is inferior in its competitive status to the systems of many countries with different levels of economic development, but it has a significant potential for increasing its competitiveness and significant prerequisites for the formation of globally competitive universities [8].

For the implementation of tasks, according to modern methodology, the formation of the content of professional education is based on general pedagogical principles:

– content and structural principle of building a system of Continuing Professional Education;

– the principle of multi-level professional educational programs, which provides for training personnel at various educational qualification levels and degrees;

– the principle of additional postgraduate professional training;

– the principle of maneuverability of educational and professional programs, the possibility of obtaining parallel professional education;

– the principle of individualization of professional education;

– the principle of continuity of professional educational programs;

– the principle of integration of educational structures, creation of educational research and production complexes, associations of educational institutions of different accreditation levels of the same professional direction;

– the principle of consistency as a generally dynamic principle of professional education design. [2].

For the full formation of students' professional skills, it is advisable, first, to apply active teaching methods, develop their search skills, correlate the stages of scientific search; prove conclusions, and so on.

New requirements for the training of specialists determine the new content of training, which can be implemented using appropriate methods, tools and organizational forms of training.

During lectures, students master theoretical knowledge about the methodology of teaching disciplines. When conducting laboratory classes, tools and methods are used that, arouse the greatest interest among students and contribute to the development of creative thinking. In laboratory classes, students learn to navigate new pedagogical technologies and search for new methodological ideas. At the same time, they master knowledge and skills to speak, reflect, and prove, which in the future will allow them to independently acquire knowledge.

In order to apply interactive teaching methods, it is necessary to adjust the thematic planning, content and structure of classes, and create options for tasks for students to work in the process of group learning activities. Students in the context of group work quickly master effective ways to solve educational problems.

The study of the topic ends with a discussion in groups on the content of the material studied with the help of tasks, questions, etc. The group form is used in laboratory classes to create an atmosphere in the classroom that promotes cooperation, goodwill, and allows you to truly implement personality-oriented learning.

When organizing group-learning activities, the teacher must ensure the activity of each student. For this purpose, it is advisable to conduct the conversation in the form of a discussion. In the group, everyone expresses their opinion and proves its expediency. As a result, discussions come to a common opinion. [1]. Discussion is what should best ensure the solution of the educational tasks put forward at this stage. It differs from a normal conversation in that students enter into indirect communication with each other. If in a conversation the teacher evaluates, and often explains, the position expressed by the student, then in the discussion

the future specialist has to independently justify his point of view [9].

Pedagogical skills of the teacher can be divided into the following groups: gnostic skills – the ability of cognitive and analytical content; projective skills – the ability to predict, create an object as a certain integrity in the imagination, and determine the prediction of professional activity. Constructive – the ability to create a real model of planned activities; communicative – the ability to communicate with students; organizational skills – the ability to implement an activity plan; creative skills.

Let us analyze the most important components of the teacher's activity. The constructive component of the pedagogical activity of a Higher School teacher provides knowledge of the features of each type of forms of organization of training; the ability to build a specific form of training in accordance with real pedagogical situations. The ability to select the optimal set of teaching methods to achieve the goals of training; the ability to choose the appropriate structure of the training session depending on the state of processing the curriculum of the subject and the purpose of the lesson. The ability to select the amount and volume of educational material depending on the time of training and the level of training of students; the ability to design the methodological structure of the training session, corresponding to the didactic structure.

The success of teaching is closely related to the ability to communicate with students. The communicative component of the teacher's activity is implemented in the process of transmitting educational information to students and in the process of forming business and interpersonal relationships. The effectiveness of the process of transmitting information by a teacher depends on professional and psychological-pedagogical knowledge and skills. If the teacher knows and understands the subject, he can reveal it; adapt it to the level of readiness of students to perceive the educational material. The communicative component of the teacher's activity can be revealed through the following indicators: the ability to establish business and personal relationships with students that would contribute to their assimilation of the curriculum. The ability to establish an appropriate distance between themselves and students; the ability to adapt the content of educational material in accordance with the level of development and training of students; the ability of the teacher to stimulate students' interest in knowledge, a positive attitude to the educational process in general and the subject in particular. The ability to show sincerity, admiration and emotional restraint in real situations; the ability to form respect for themselves as a teacher; tact as the ability to determine the limit of what is permissible in human relations. The ability to determine the limit of what is permissible in human relations; the ability to create a pedagogically appropriate emotional background of the educational process (businesslike, purposeful, optimistic, major, friendly).

The organizational component of pedagogical activity is perhaps the most important because the level and quality of the teacher's educational work depends on the formation of this group of skills. Organizational abilities and skills include the ability to organize their activities in accordance with the set goal; the ability to rationally distribute the time of activity; the ability to self-control, compliance with the activity plan, control the pace of learning and its correction depending on real conditions. The ability to organize students' educational activities and control their activities by changing types of activities; objectively assess the quality of work performed by them; the ability to form requirements for students and achieve their performance. Direct students' activities through a system of expedient and reasonable requirements; the ability to distribute functions, delegate functions and determine responsibility during the educational process; the ability to create a situation of complicity students in the course of the educational process.

Perceptual (that is, the ability to determine the emotional state of a person by his facial expressions, posture, gestures) and suggestive (the ability to influence a person by changing the nature of his activity) skills play an important role in the pedagogical skill of a teacher. In the process of learning, these groups of skills acquire different meanings. By facial expressions, posture and gestures of students, the teacher determines their state of readiness for the lesson, the desire to actively participate in cooperation, in educational activities or the desire to avoid it, the psychophysical state, the level of understanding of educational material or the level of difficulties in understanding, etc.

Let us find out what skills of the teacher and how they are manifested in the preparation and conduct of the training session. As you know, the organizational stages of the lesson are the preparatory stage, the implementation stage, and the analytical stage at the end of the lesson. The preparatory stage includes developing the idea of a training session, creating its project, predicting the future lesson, creating a model, and preparing methodological support. At this stage of practical activity, the teacher implements his gnostic, projective, constructive and organizational (ability to organize his own activities), analytical skills. The nature of the implementation of the preparatory stage depends on the type of teacher. Teachers with a creative focus, responsible, organized, conscientious, and capable of analysis, usually provide the positive consequences of the preparatory stage. The acquired experience undoubtedly has a positive impact on the quality of teacher's preparation for the lesson, because it allows us to anticipate the difficulties of students, but at the same time experience is a factor that can contribute to the development of teacher's conservatism, his unwillingness to use new approaches in the design of the lesson.

During the implementation of the lesson, the teacher acts as an organizer of students' activities, but life makes its own adjustments, and the teacher must see, understand and analyze the real conditions of the educational process. It is here that his perceptual and suggestive skills are realized. Organizational aspects of the training session (starting, moving to another type of activity, completing work, changing the pace of activity) are better suited for strong-willed, energetic, demanding teachers. The creation of the emotional background of the training session is influenced by the communicative and perceptual qualities of the teacher. The level of professional and methodological knowledge of a Higher School teacher depends on the development of the gnostic component of activity, and the ability to teach knowledge, the ability to adapt it, make it accessible to students are determined by communicative and perceptual abilities. The nature of stimulating students' cognitive activity depends on the development of gnostic, perceptual, projective and communicative skills.

Not all teachers implement the analytical stage of the lesson; teachers who formally relate to professional activities and self-confident teachers avoid it. Creative, responsible employees carefully identify all the factors that influenced the course of the lesson. Teachers who strive for psychological comfort tend to push the negative consequences of the lesson out of their own consciousness. Some teachers do not know how to analyze the work done and their own activities. Analysts and teachers with developed organizational, projective and constructive skills best implement it.

As you can see, the level of pedagogical skill of a Higher School teacher is an important factor in the educational process; it affects the learning outcomes of students, their formation as individuals. In turn, the development of pedagogical skills of a teacher closely correlates with his attitude to himself, requirements for his activities, and personal qualities. You can study your professional subject, you can have a system of psychological and pedagogical knowledge, but this will not provide the appropriate skill. The master becomes the one who strives for this, who works, who understands his own activities, because, as K. D. Ushinsky argued, “a thought derived from experience is transmitted, but not the experience itself” [6].

Conclusions

The use of educational innovations contributes to improving the level of training of future specialists: students are better prepared for classes, take an active part in the assimilation of program material in laboratory classes. We note that this creates a subject-subject relationship between the student and the teacher, and changes the attitude of students to classes. In the process of such organization of educational activities, students are convinced of the need for knowledge and its effectiveness, learn to compare, generalize, classify, establish cause-and-effect relationships, express opinions, defend their point of view, they are provided with success in their studies, and professional competence is formed.

The article shows the specifics of educational innovations, which are multidimensional and carried out mainly through the interaction of subjects of pedagogical interaction; it has a mandatory impact on subjects receiving education and at the same time the motive for making a profit is not the main driving force for their introduction.

Innovations in education are aimed at solving the problems that are shown in the article.

To apply educational innovations, the teacher himself must know them well, that is, constantly improve himself, master new methods, techniques, ideas, which will help him create new technologies and implement them in the educational process.

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