

INNOVATIVE PEDAGOGICAL ACTIVITY AS A FACTOR OF CREATIVE DEVELOPMENT OF STUDENTS

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ABSTRACT

The article highlights the importance of innovative processes, educational work and their main integrated tasks, such as personality development, student creativity, forms and methods of teaching and innovation in teaching activities as a driving force for students' creative development.

Keywords: Innovation, innovation activity, innovation process, educational work, motivation, creativity, development of student creativity.

INTRODUCTION

Innovation activity is an activity aimed at improving a product or a technological process, as well as searching and implementing innovations in order to expand the range and improve the quality of products.

Innovations in pedagogical activity are the introduction of innovations, the dissemination and identification of the results of the use of educational policy updates.

Material and methods. Some innovative processes, first of all, are associated with the study, generalization and dissemination of pedagogical experience, while others prefer the problem of the development and implementation of pedagogical innovations. Consequently, the subject of innovation, the content and mechanisms of innovative processes should lie in the plane of the union of two interconnected processes, considered so far in isolation. Their objective interconnection lies in the fact that the process of studying, generalizing and disseminating pedagogical experience has as its ultimate goal the introduction of a new, advanced one into mass practice.

Thus, the result of innovative processes should be the use of innovations of a theoretical and practical nature in a holistic pedagogical process. All this emphasizes the importance of managerial activity in the creation, development and use of pedagogical innovations [4, p. 16].

Results and discussion. The main features of innovative pedagogical educational activity is a personal approach (focus on personality, humanistic nature), creative, experimental-experimental nature, persistent motivation to search for a new educational process in the organization.

Educational work is an organic part of the educational process of the university, aimed at realizing the tasks of forming and developing the personality culture of future specialists.

The purpose of educational work is to ensure self-development, self-improvement and self-realization of the student's personality in the educational space of the university on the basis of updating spiritual, moral, intellectual, cultural values.

The main integrated task of educational work is to meet the needs of the individual in intellectual, cultural, moral and physical development by obtaining a classical university education - the highest level of education and education.

The problem of personality development is the subject of numerous works by domestic and foreign authors of the most diverse areas of science and practice, the analysis of which gives us the opportunity to characterize the psychological and pedagogical foundations for the development of students' cultural and creative initiatives.

In the new social conditions, the development of cultural and creative initiative is being actualized, the main criteria of which for a student are:

1. The criterion of a free personality as its cultural quality. Indicators: a high level of self-awareness, self-esteem, self-discipline, independence of judgment, unshakable firmness of character, the ability to make decisions and be responsible for one's actions, to freely choose the content of one's life, conduct, etc.

2. The criterion of humanity as a cultural quality of personality. Indicators: understanding of the value and originality of each person, the desire for harmony, love for all living things, combined with mercy, kindness, the ability to empathize, willingness to provide assistance, etc.

3. The criterion of spirituality as a cultural quality of personality. Indicators: the development of spiritual needs in understanding and self-knowledge, reflection, beauty, creativity, communication (with family, friends, nature), the development of creative personality, etc.

4. The criterion of a creative person. Indicators: intrinsic motivation, willingness to overcome obstacles, willingness to work proactively, show persistence; intellectual activity, expressed in the formulation and solution of problems; the ability to achieve original solutions, etc. [1, p. 2].

In educational work, the process of developing students' cultural and creative initiative is most effective, as it makes it possible to include a variety of creative situations in which educational space is saturated with active forms of project activity.

In this case, a special role belongs to the art design of students as a channel for introducing the young generation to cultural and creative activities in the modern world [1, p. 3].

The main indicator that allows judging the presence of an integrated quality of cultural and creative initiative among students is the aesthetic initiative, which manifests itself in a willingness to independently put forward the idea of the project, describe its concept, while clearly defining the final socio-cultural product.

Students' creative development goals:

- motivation to use the initiative in studies;
- development of creativity, individual creative initiative both in work and in life;
- a conscious choice of the position of responsibility for the result of the work of the whole team;
- adoption of another's initiative, development of skills for effective work with creative proposals and development of methods for promoting successful initiatives;

- the formation of a system of interaction that supports the manifestation of the initiative. As a result, students are forming a search for their own growth reserves:
 - search for internal reserves and growth points;
 - clarification of one's own goals in accordance with core values;
 - informed choice of leadership position and responsibility;
 - motivation to increase personal effectiveness and creative initiative.

Motivation is the processes that determine the movement towards the goal, these are factors that influence the activity or passivity of behavior. The main element of motivation is motivation - a behavioral manifestation of satisfying one's needs.

The positive holistic-dynamic theory of motivation of the American psychologist A. Maslow identifies five basic needs:

- physiological needs - they are associated with the satisfaction of the need for food, water, sexual needs;
- need for security - the need for security, stability, protection, structure and order;
- the need for belonging and love - it will include a desire for communication, belonging to a social group;
- the need for recognition - it includes the desire related to the concept of achievement
- the achievement of respect for others and self-esteem;
- the need for self-actualization - the desire for self-embodiment of a person, in the actualization of his potency.

Later, after the proposed five-stage model of needs, Maslow has two more needs: the need for knowledge and understanding and aesthetic needs. The need for knowledge and understanding is the cognitive need of a person. It is connected with the need for truth, the attraction to the unknown, unexplained. This need is very related to learning motivation. Aesthetic needs are more diffuse and uncertain. They are closely intertwined with both conative and cognitive needs [3, p. 2].

In educational work, teachers should use the following methods and forms of organization of training that work to maintain a steady interest in cognition, and as a result, on self-determination and development of the student's personality:

1. It is necessary to develop curiosity. A huge role in achieving this success is played by the selection of special tasks that allow students to show initiative and creativity, imagination, imagination, dream.

2. In the preservation of cognitive motivation, the entertaining material is of great importance. Entertainment creates interest, and the nature of the student's attention in the lesson and his activity often depend on the degree of interest. The development of interest is a gradual transition from working on samples (reproduction) to a more complex one, requiring the use of dictionaries, reference books, and, finally, to independent creativity, requiring imagination.

3. Development of a system of creative classroom and homework, designed for short-term or long-term implementation.

4. Use your practical experience in the classroom, give examples from life.

5. Use visual material [5, p. 31].

The concept of educational work with students involves:

1. The most important tasks of higher education at the present stage are considered to be the improvement of educational work among students, the increase in the contribution of

higher education to the education of other categories of youth and the raising of the educational potential of the education system as a whole.

2. To recommend the rectors of higher educational institutions to organize an explanation of new educational tasks among the teaching staff, focusing on the following main areas of education:

- attitude to society: civic education in the proper sense of the word, focused on the formation of the social qualities of the individual - citizenship, respect for the law, social activity, responsibility, professional ethics;

- public human relations: the education of humanity as a civil and moral position - respect for the rights and freedoms of the individual, humanity and decency;

- attitude to culture: familiarization with cultural values and achievements, education of spirituality, national identity, perception of beauty and harmony;

- attitude to the profession: mastering professional ethics, understanding the social mission of your profession, creating responsibility for the level of your professional knowledge and quality of work, developing a conscious attitude to the consequences of your professional activity and fundamental decisions in the course of its implementation - social, economic and moral;

- personal relationships (family, children, friends): moral family education - the formation of conscience, honor, virtues.

3. To provide for the synthesis and dissemination of the best educational experience of universities, the holding of competitions, conferences and seminars, the implementation of research projects and the promotion of social and educational experiments.

4. Recognize the special responsibility of higher education for the intellectual and moral atmosphere in society [2, p. 168].

CONCLUSIONS

Higher educational institutions as centers of education, science and culture are called upon to contribute to a critical understanding of what is happening and to give constructive answers to the challenges of the time. It is necessary to support research and civic activity aimed at solving these problems, to encourage socially responsible actions

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