

## Criteria for Pedagogical Innovations

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### ABSTRACT

The article deals with criteria for pedagogical innovations. The article also discusses the issue of dissemination and promotion of new pedagogical ideas and technologies. The need to resolve this issue is explained by a number of circumstances. Firstly, the author of a pedagogical innovation, or any constructive pedagogical idea, or technology is not always aware of its value and prospects. Secondly, he does not always consider it necessary to implement his ideas, since this requires additional time, etc.

**KEYWORDS:** *pedagogical innovations, pedagogical technologies, effectiveness of innovation, creative application, mass experience, innovation, novelty, psychological characteristics*

The formation of an innovative focus involves the use of certain criteria that make it possible to judge the effectiveness of a particular innovation. Taking into account the existing experience of research in pedagogy, we can determine the following set of criteria for pedagogical innovations: novelty, optimality, high efficiency, the possibility of creative application of innovation in mass experience.

The main criterion for innovation is novelty, which is equally relevant to both the assessment of scientific pedagogical research and advanced pedagogical experience. Therefore, it is very important for the teacher to determine what the essence of the proposed new is, what is the level of novelty. For one it may be truly new, for another it may not be. In this regard, it is necessary to approach the inclusion of teachers in innovative activities taking into account voluntariness, personal characteristics, and individual psychological characteristics.

The introduction of optimality into the system of criteria for the effectiveness of pedagogical innovations means the expenditure of effort and resources for teachers and students to achieve results. Different teachers can achieve equally high results with different intensity of their own work and the work of students. The introduction of pedagogical innovation into the educational process and the achievement of high results with the least physical, mental and time costs indicate its optimality.

Effectiveness as a criterion of innovation means a certain sustainability of positive results in the activities of teachers. Manufacturability in measurement, observability and fixability of results, unambiguity in understanding and presentation make this criterion necessary in assessing the significance of new techniques, methods of teaching and education.

We consider the possibility of creative application of innovation in mass experience as a criterion for assessing pedagogical innovations. In fact, if a valuable pedagogical idea or technology remains within the framework of a narrow, limited application, determined by the features and complexity of technical support or the specifics of the teacher's activity, then it is unlikely that in this case we can talk about a pedagogical innovation.

The possibility of applying innovations in mass pedagogical experience at the initial stage is confirmed in the activities of individual teachers and educators, but after their testing and objective evaluation, they can be recommended for mass implementation.

In general, considering the innovation process in school, we can distinguish three stages of its deployment: creation of something new, its development and evaluation, and implementation. However, since novelty, as the main component of the innovation process, is always of a specific historical nature, it can arise before "it's time", and then it can become the norm and become outdated. In pedagogical science, there are several levels of novelty:

- absolute novelty (absence of analogues and prototypes in this area);
- relative novelty (introducing some changes to existing practice);
- pseudo-novelty (appearance of novelty).

There are also different bases for classifying innovations:

By definition of the sphere in which innovative activity is carried out:

- purpose and content of education;
- technologies, methods, means of organizing the pedagogical process;
- forms of organization of training and education;
- management system (activities of the administration, teachers, students);
- educational ecology.

According to the way innovations arise and proceed:

- systematic, planned;
- spontaneous.

In terms of depth and breadth of innovation:

- massive, global, radical, significant transformations;
- partial, minor modifications of the known and accepted, associated with improvement, rationalization, modification.

By nature of origin:

- external;
- internal.

Based on scale:

- private (local and individual, not related to each other);

- modular (or complex, interconnected);
- systemic (covering all spheres of life of an educational institution).

If innovation is a complex activity for the creation, development, use and dissemination of innovations, then the sources of the emergence of innovative processes in the practice of an educational institution can be:

- intuition of a creative leader, teacher;
- experience born in this school;
- teaching experience gained in other schools;
- directives and regulations;
- opinion of the consumer of educational services;
- the needs of the teaching staff to work in a new way;
- the needs of the region and country to change the situation in education;
- achievements, developments of the entire complex of human sciences, etc.

At the same time, the main directions for the development of innovations leading to the development of education in school are:

- changes in the organization of the educational process;
- changes in technologies of training and education;
- changes in the management of educational institutions.

Knowledge of the criteria for pedagogical innovations, classifications, sources and directions of their use creates the basis for the teacher to demonstrate diverse possibilities in pedagogical creativity, in mastering professional pedagogical culture from simple reproduction, introducing into his own pedagogical activities knowledge, technologies, concepts already known to the pedagogical community on an individual basis. logical level to their heuristic, creative development and implementation.

Modern schools have accumulated a wealth of pedagogical experience, which should be implemented in specific pedagogical activities, but often remains unclaimed, since most teachers and administrators have not developed the need to study and apply it, and lack the skills and abilities in its selection and analysis. In real practice, teachers often do not think about the need and expediency of analyzing their own teaching experience and the experience of their colleagues.

Pedagogical experience can be widespread and advanced. Advanced pedagogical experience is historically limited, since at each new stage, with the expansion of the material, methodological, personnel and other capabilities of the school, new requirements for teaching activities arise. At the same time, advanced experience also carries some enduring elements that replenish the treasury of pedagogical science and practice. The position of the teacher plays an important role in the creation and transfer of best experience, therefore, when analyzing and disseminating the leading provisions of a specific experience, it is important to take into account the influence of the subjective factor, predict options for its assessment and transmission to teaching staff. In pedagogical experience, as nowhere else, the objectively valuable and the individual are intertwined, but not everything deeply individual in pedagogical activity can become the property of mass practice. What remains is what constitutes the area of the unique and inimitable in the individual creating a new experience. Advanced pedagogical experience, formed on the basis of mass, represents the level of mastery of objective pedagogical laws. Varieties of advanced pedagogical experience are innovative and

research pedagogical experience as unique stages of ascent from empirical to theoretical analysis and generalization. Examples of the unique innovative and research pedagogical experience of such teachers and scientists as I.P. Volkov, T.I. Goncharova, I.P. Ivanov, E.N. Ilyin, V.A. Karakovsky, S.N. Lysenkova, M.P. Shchetinin, E.A. Yamburg and others have already become the property of teachers.

The innovative focus of teachers' activities also includes a second component—the introduction of the results of psychological and pedagogical research into practical teaching activities. The results of scientific research in pedagogy and psychology for school workers often remain unknown due to the lack of timely information. In special works by V.E. Gmurman, V.V. Kraevsky, P.I. Kartashov, M.N. Skatkin and others show that the implementation of the results of pedagogical research requires special familiarization of practical workers with the data obtained, justification of the feasibility of their implementation, and the development on this basis of the need to apply scientific results in practice. This is possible subject to specially organized training in ways and techniques for implementing scientific recommendations with prompt methodological and advisory assistance from specialists.

The main thing in teaching experience is the idea. In this regard, the question arises about the dissemination and promotion of new pedagogical ideas and technologies. The need to resolve this issue is explained by a number of circumstances. Firstly, the author of a pedagogical innovation, or any constructive pedagogical idea, or technology is not always aware of its value and prospects. Secondly, he does not always consider it necessary to implement his ideas, since this requires additional time, etc. Thirdly, the innovation in the author's presentation does not always receive a well-founded scientific and methodological instrumentation. Fourthly, when the author describes his innovations and the ways of their implementation, his fellow teachers may experience a reaction of "rejection" due to the personal characteristics of both the author and his colleagues. Fifthly, in the process of disseminating and promoting advanced pedagogical experience, it is necessary to carry out pedagogical monitoring - systematic selection, screening out new ideas, technologies, concepts that can really have mass distribution.

In pedagogical science and practice, innovative pedagogical experience is defined as the highest degree of manifestation of advanced pedagogical experience, characterized by a systematic restructuring by the teacher of his activities based on a fundamentally new idea or sets of ideas (discovery), as a result of which a significant and sustainable increase in the effectiveness of the pedagogical process is achieved. Together with innovative experience, the concept of innovative pedagogical experience is often used. This is an experience that reflects the creation of a fundamentally new idea, practice or technology that has no analogues in pedagogical practice.

The process aimed at conveying ideas, implementation methods, products and (or) results of innovation experience to the target audience is called dissemination. Dissemination can exist and be carried out in two main forms - as an ongoing activity or as a special project. In the latter case, all general recommendations for project development and management apply to dissemination planning and management.

Innovation in education involves the creation of new models of pedagogical activity that raise the teacher's activity to a fundamentally new qualitative level and contribute to improving the results of training and education of schoolchildren. Based on this concept of "innovation," we can assume that it is precisely the kind of experience that is subject to dissemination that makes targeted changes in the educational environment. Dissemination makes it possible to extend this practice to the wider masses, adapting, reducing and sometimes developing various elements of innovative development or the system as a whole. This allows innovations and innovativeness itself to be transferred to a wide range of teachers, which ensures the development of the education system.

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When disseminating, it is important to convey the essence of the pedagogical process, the novelty of the experience, and the conditions for using its basic structures in practice.

Summarizing the practice of disseminating teaching experience, we can outline the following main stages that make up this complex process:

- familiarizing teachers with teaching experience, explaining the advantages of recommended methods and techniques compared to traditional ones;
- "showing in action" the methods and techniques to be used;
- practical training of teachers in the use of recommended methods and techniques (core schools, courses, seminars, workshops);

- free exchange of innovations and pedagogical finds in the network communication mode of creative teachers.

The inclusion of practicing teachers in such work requires preliminary training, which is expressed in training in the technology of generalizing pedagogical experience, and then serious scientific and methodological support, which is the responsibility of advanced training institutions and methodological services.

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