

DOI : 10.33274/2079-4835-2021-22-2-20-29

UDC 371.132

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DEVELOPMENT OF INNOVATIVE THINKING OF A MODERN TEACHER

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РОЗВИТОК ІННОВАЦІЙНОГО МИСЛЕННЯ СУЧАСНОГО ВЧИТЕЛЯ

Objective of the article is to analyze the new approaches in the education system, new pedagogical thinking, and a new attitude of the teacher to his activities, the result of which is the upbringing of an “innovative person”.

Methods. The main scientific results are obtained using a complex of general scientific research methods, namely: systematization and generalization, theoretical generalization, analysis and synthesis.

Results. At the modern level of development of civilization, a special role is played by the innovative potential of society, which needs people who are able to think systematically and constructively, quickly find the necessary information, take adequate decisions, and create new ideas in various fields of knowledge. This, in turn, forms a social demand for new approaches in the educational system, new pedagogical thinking, and a new attitude of the teacher to his activities, the result of which is the upbringing of an “innovative person”. The ideas of the Ukrainian school’s graduates about their future are associated with personal activity, entrepreneurship and individual creativity, are perceived and evaluated through the range of concepts such as «career success», «performance», «high level of income». Socially and economically unsuccessful subjects cease to be the standard of the educational ideal, the vector of moral orientation is developed in the direction of increasing respect for a person who has formed itself, a competent person. The educational process in secondary schools is carried out by the existing staff of teachers, who, for the most part, implement their professional activities based on patterns of perception of activity and behaviour that were formed a long time ago. They consciously or unconsciously deliver ideological, socio-cultural attitudes that are irrelevant for young people, focusing on their preferences and behavioural stereotypes. The introduction of competence-based and personality-oriented learning is a necessity, a response to the existence of a problematic field of educational modifications, the irreversibility of which is now obvious to everyone. The transition from a knowledge-based approach to competence-based, in which theoretical knowledge becomes not the main goal of the educational process, but a means of ensuring a person’s success in his chosen field of

activity, is declared in all state educational documents. But in the routine and actually determining the behaviour of the current motivational attitudes, many of them often do not want to listen to the opinions of others, reflect the shortcomings, mistakes, are not ready to spend time developing more effective forms of work, encourage students to improve the quality of learning, are not always ready for creativity and innovations. There are enough methods to find new ideas. Which of the methods to choose depends on the initial conditions of the task and the set of the participants. We have reviewed some of them and would like you to test their effectiveness during the practical work.

Key words: innovative potential, innovative thinking, educational modifications.

Problem statement. At the modern level of development of civilization, a special role is played with the innovative potential of society, which needs people who are able to think systematically and constructively, quickly find the necessary information, make adequate decisions, and create new ideas in various fields of knowledge. This, in turn, forms a social order for new approaches in the education system, new pedagogical thinking, and a new attitude of the teacher to his activities, the result of which is the upbringing of an “innovative person”. The ideas of a the Ukrainian school’s graduates about their future are associated with personal activity, entrepreneurship and individual creativity, are perceived and evaluated through the range of concepts «career success», «performance», «high level of income». Socially and economically unsuccessful subjects cease to be the standard of the educational ideal, the vector of moral orientation develops in the direction of increasing respect for a person who has formed itself, a competent person.

At the same time, the educational process in secondary schools is carried out by the existing corps of teachers, who, for the most part, implement their professional activities based on patterns of perception of activity and behavior that have been formed a long time ago. They consciously or unconsciously broadcast ideological, socio-cultural attitudes that are irrelevant for young people, focusing on their preferences and behavioral stereotypes. The introduction of competence-based and personality-oriented learning is a necessity, a response to the existence of a problematic field of educational modifications, the irreversibility of which is now obvious to everyone. The transition from a knowledge-based approach to competence-based, in which theoretical knowledge becomes not the main goal of the educational process, but a means of ensuring a person’s success in his chosen field of activity, is declared in all state educational documents. A new State educational standard which covers all stages of education, starting from primary and finishing higher education has been developed. As for competence, we can say that the dramatic nature of the situation that has developed in the current period of development of society lies in the fact that in their value orientations, teachers and students, in principle, strive to work in a developmental environment, strive for new knowledge, a variety of activities, to take responsibility for themselves, to maintain colleagues, the realization of abilities, to show initiative. But in the routine and actually determining the behavior of the current motivational attitudes, many of them often do not want to listen to the opinions of others, reflect the shortcomings, mistakes, are not ready to spend time developing more effective forms of work, encourage students to improve the quality of learning, are not always ready for creativity and innovations.

Recent research and publications. Conceptual provisions and scientific and methodological support of pedagogical innovation were developed by Ukrainian scientists (I. Bekh, I. Bogdanova, L. Danylenko, I. Dychkivska, M. Dmytrenko, O. Dubasenyuk, I. Zyazyun, V. Kremen, V. Palamarchuk, I. Pidlasy, R. Gurevich, S. Sysoeva, etc.) and foreign scientists (Z. Abasov, K. Angelovsky, M. Burgin, M. Clarin, A. Nine, L. Podymova, I. Piskareva,

V. Polonsky, V. Slastyonin, O. Khomeryky, N. Yusufbekova, etc.). The analysis of researches shows that scientists study questions of preparation teachers for innovative activity (O. Berezhnova, I. Dychkivska, L. Mitina, I. Prokopenko, V. Radul, T. Sobol, etc.), actualization and realization of innovative potential of the teacher in the conditions of school (V. Kravtsov, M. Mikhailichenko, I. Boyko, V. Grigora, L. Martynets et al.), Management of innovation processes in the education system (S. Volkova, O. Kasyanova, O. Marmaza, I. Babyn, L. Vasylenko, I. Grishin, R. Vdovychenko, T. Volobueva, etc.)

The objective of the article is to analyze the new approaches in the education system, new pedagogical thinking, and a new attitude of the teacher to his activities, the result of which is the upbringing of an “innovative person”.

The outline of the main research material. The *innovative behavior of a teacher* is a set of external manifestations of his personality, in which the inner “I” (attitude, world-view, personal characteristics) is revealed, aimed at changing the components of the modern education system. The training of a modern teacher who is able to implement the ideas of personality-oriented education, to solve in an original way topical educational and socio-cultural problems requires a special organization of his practical and mental activities. The readiness for innovation is determined by the organization of the optimal innovation environment and the focus of teaching activities on innovation. When preparing and in time of the innovative activities implementation, the interaction of the teacher with the students must comply with the following principles:

- continuity and integrity of personality development, harmonization of pedagogical activity, integration of all its aspects;
- personal orientation;
- professional and practical orientation (variability of the content of classes in the field of actual value orientations of future specialists and requests of social practice);
- alternativeness, freedom of choice (joint planning, differentiated tasks, etc.);
- awareness of professional and personal development during pedagogical interaction (reflection, correction of one’s own activity);
- creative self-expression, collaboration and co-creation;
- absence of internal barriers to creative manifestations;
- organization of active work of the subconscious;
- refraining from evaluating;
- development of imagination, fantasy with appropriate control;
- development of sensitivity, increasing sensitivity, breadth and saturation of the perception of the world, which is the basis for the development of professional sensitivity;
- helping those who study to find meaning in creative activity.

The educational process, which is carried out under such conditions, presupposes free communication, exchange of opinions, ideas, and most importantly, the personal involvement of future students in creativity. Vasyl Kremen, the President of the Academy of Pedagogical Sciences of Ukraine, in one of his articles notes: “Since creativity is always the creation of something new, on which depends the progress of society through progress, innovative development, innovation is the creative process. But this statement is not enough. The problem is not in the declaration of innovation and innovative approach, but in their implementation. Just as little owns the amount of knowledge, information, and ultimately intelligence. They are an extremely important component of development, but only its nutrient medium in which you can create, but you can also destroy. By the way, barbarism is of two types: one that destroys, the other — while building it deforms. And it’s not so easy to determine which one is worse. This is eloquently evidenced by the realities of our state. The solution must be sought in the field of organization — «smart organization of smart people»

(C. Stewart). It has taken the lead roles today, because the main thing is not just knowledge, but knowledge of how to use knowledge effectively» [3].

One of the key concepts in this field is the *an environment conducive to learning*. The environment conducive to learning does not place arbitrary restrictions on the path to the realization of intentions; on the contrary, it creates the conditions for the identification and development of talents. The student is not embarrassed by strict frameworks of rules and humiliating regulations. He is encouraged to show his best and supported if he loses his bearings. He is encouraged to participate in decision-making, partly, because it improves the quality of decisions and ensures the distribution of responsibilities; but also because it gives interested students the opportunity to achieve a higher level of competence and acquire the necessary knowledge for the specialist. The teachers try to share with students their knowledge, opinions, thoughts, values, plans, self-observations, hopes and fears, experiences of disappointments and achievements in environment conducive to learning. In this way, they encourage their students to follow their example.

The main difficulty in generating new ideas to help solve problems is to move away from the usual ways of associating information. This «logic of experience» prevents us from combining information in unusual ways. It seems to us that it is difficult to see ordinary situations in a new light. Linking incomparable pieces of information may be deliberately ruled out, and ideas that seem irrelevant may not «pop up» from memory because of their weak connection to the situation. As a result, we are unable to explore all possible ways to solve the problem. There are many different methods that can help generate new ideas that can be used to develop solutions that are evaluated later. An important element in using almost all of these methods is the suspension of judgment, which means the deliberate rejection of any type of assessment. The evaluation of ideas slows down the imagination and prevents the mind from making atypical and potentially useful connections. Sometimes it is easy to come up with unusual or radical ideas, for example, when we know that we are just «playing». However, as soon as we face a serious problem, we immediately exclude these ideas, consciously or unconsciously, simply because they are not usually associated with a practical solution. Vertical thinking is associated with digging a hole in the depths. Lateral thinking involves digging a hole somewhere else. Edward Charles Francis Publius de Bono first pointed out the difference between lateral and vertical thinking in 1968 [1]. It is best illustrated by an old fable that has been told for generations. “Once upon a time, when a debtor who did not return the money on time could easily be imprisoned, a merchant in London had the misfortune to owe the moneylender a huge sum of money. The old ugly moneylender fell in love with the beautiful young daughter of a merchant and he offered a deal, saying that he would forgive the merchant for his debt if he gave him his daughter. The merchant and his daughter were horrified by such an offer. Then the insidious moneylender decided to leave their fate to providence. He said he would put one black and one white stone in the bag, and the girl would have to pull out one of them. If the stone turns black, she will become the moneylender’s wife, and her father will be forgiven all his debt; if she takes white stone, she will stay with her father, and his debt will still be forgiven. If she refuses to pull out the stone, her father will be thrown into prison, and she herself will have to starve. The merchant, who had nothing else left, reluctantly agreed. Together they went to the merchant’s garden, to a path strewn with stones. The moneylender, bending down, began to look for stones of the desired color. The girl, becoming more observant out of fear, although she was talking to her father at the time, noticed that the moneylender had put two black stones in the bag. He then asked the girl to pull out a stone and thus decide his fate and the fate of his father...”

What do you do in the place of a girl? If you think about this problem carefully, straightforwardly and according to all the rules of logic, using vertical thinking, it will not

help you. The typical answer after vertical reflection will be: the girl needs to either sacrifice herself or convict the moneylender of fraud. But here's what de Bono suggests: the girl needs to portray the awkwardness and, pulling out the stone, drop it on the track. And then, turning an innocent look at the villain, offer to determine the color of the lost stone, looking at what is left. Well, since there is a black stone left, the moneylender has no choice but to admit that the girl pulled out a white stone, or that he is a fraud. Almost everyone agrees that such a decision can be called unusual, but the only right one for a girl. Lateral thinking is thinking «around» the problem. «Lateral thinking generates ideas, and vertical thinking develops them» (De Bono, 1968, p. 6). Lateral thinking is sometimes used as a synonym for creativity or the creation of new ideas, while vertical thinking is the improvement and development of existing ideas.

“The “brainstorming method” involves obtaining a solution as a product of collective creativity of specialists during a meeting held according to certain rules, and subsequent detailed analysis of its results”. Its essence is that when making a collective decision, two main tasks are solved:

- generating new ideas for possible process development options;
- analysis and evaluation of ideas.

The method of brainstorming is based on psychological and pedagogical patterns of collective activity. The success of a brainstorming session depends on two main principles. One of them lies in the field of synergetic theory. It is as follows in a joint discussion, ideas of higher quality emerge than in the individual work of the same people. This is due to the fact that the idea, which in itself can be rejected due to lack of validity or impracticality, is refined by joint efforts, invented by others and thus improved, becomes more constructive and applicable. The second principle is that if the participants in the meeting are in a state of generating ideas, then the process of creative thinking that prevails at this time cannot be hampered by a premature subjective assessment of these ideas. This is the fundamental difference between brainstorming and any other technology. So, brainstorming consists of the following stages:

- preparatory;
- generating ideas;
- final (analysis and evaluation of ideas).

Preparative. The first stage is to prepare and organize the brainstorming process. To implement the technology during the meeting, a facilitator who is responsible for the organization and procedural part of the work is appointed. His/her functions:

- formulation of the purpose and correction of the task;
- selection of participants for the subsequent stages of work;
- solving organizational issues (preparation of the room, equipment, flip chart, board or banner, distribution of roles among the participants, etc.)

As a rule, participants in brainstorming are divided into 2 groups: “generators”, who are people with a positive attitude to creativity, with a bright imagination, able to quickly pick up other people's ideas and develop them, and “analysts”, who are people with extensive knowledge in the subject, they are specialists capable of critically evaluating the proposed ideas. This group evaluates the developed ideas based on the developed situation. However, if necessary, a third additional group “counter-idea generators” can be created.

In the beginning, you need a little warm-up for 15 minutes to get the thought process at the right pace. You can, for example, solve a test problem (come up with ads for fictional projects or watch original videos).

The stage of generating ideas. The optimal group membership is from 5 to 15 people. The process of generating ideas, encouraged by the presenter, usually takes 15–20 minutes.

However, the total duration of the assault, including the process of analysis and evaluation of ideas, is 1.5–2 hours. All ideas are recorded or written down. A very important component that contributes to the success of brainstorming is the special conditions of its conduct, based on the following rules:

- lack of any criticism;
- encouragement of proposed ideas;
- equality of participants in brainstorming;
- freedom of association and creative imagination;
- creative atmosphere on the «playing field» of a business meeting;
- obligatory fixation of all expressed ideas;
- incubation time (the group should be given time — an hour, a day, a week or a month to think about ideas and then consider alternative approaches or new suggestions to the existing list).

As already noted the leader of the assault during the generation of ideas provides psychological support to the participants of the meeting and throughout the assault puts the “generators” in a state of maximum creative activity.

The final stage is summarizing the results of the brainstorming. The first task of the group of “analysts” is to make an in-depth analysis of the problem. Then the systematization and classification of ideas into groups is carried out according to the criteria by which they can be combined. The destruction of ideas is carried out, that is, the evaluation of ideas for feasibility. The final list of practically used ideas is made.

Brainstorming has many varieties, most of which can be used at lessons and during the preparation of project work to solve pedagogical problems. These include reverse, *shadow*, and *combined brainstorming*, *brain-writing*, *individual brainstorming*, *board brainstorming*, *solo-style brainstorming*, *visual brainstorming*, *Japanese brainstorming*.

Mind-maps (the term can be named as «intelligence maps», «mind maps», «thought maps», «thinking maps», «mental maps», «memory cards» or «mind maps») is the information which displayed graphically on a large sheet of paper. It reflects the connections (semantic, causal, associative, etc.) between the concepts, parts and components of the field. This is clearer than the usual expression of thoughts in words or in writing. After all, verbal description generates a lot of unnecessary information, makes our brain work in a manner uncharacteristic of it. As a result, it leads to a loss of time, reduced concentration and rapid fatigue. The effectiveness of intelligence maps is, due to the fact that, thought processes take place in a similar way. The human brain consists of neurons that are in contact with processes — dendrites. Different images stimulate different groups of neurons and the connections between them. You can imagine the “intelligence map” as a photograph of the complex and ornate relationships of our thoughts, which give our brain the ability to organize and detail objects and phenomena. When using mental maps, we seem to try to draw our thinking.

The purpose of creating a map of thoughts is to bring order to the head, get a complete picture and find new associations. Tony Busen believes that intelligence maps help to better control thought processes and give more freedom of thought.

Mind maps allow you to gather all the necessary information related to solving a problem on one sheet and take a look at it at a glance.

Mind maps do not overlook all the pros and cons of a solution.

Mind maps activate associative thinking, which allows you to see important factors missed in traditional analysis.

In addition, the use of images and colours in mental maps activates intuition, and this can also affect the correctness of decisions.

Rules of drawing up mental maps:

- Always use the center image.
- Use three or more colours for the center image.
- Use graphics as often as possible.
- Add volume to the image more often, and also use convex letters/
- Use synesthesia (combining all types of emotional perception).
- Vary the letter size, line thickness, and graphic scale.
- Make sure that the distance between the elements of the intelligence card is appropriate.
- Associate.
- Use the arrows when you want to show the connections between the elements of the mind maps.
- Use colours.
- Use encoding information.
- Strive for clarity in the expression of thoughts.
- Follow the principle: one keyword per line.
- Use block letters.
- Place keywords above the appropriate lines.
- Make sure that the length of the line is approximately equal to the length of the corresponding keyword.
- Connect the lines with other lines and make sure that the main branches of the map connect with the central image.
- Make the main lines smoother and bolder.
- Separate blocks of important information with lines.
- Make sure your drawings (images) are as clear as possible.
- Hold the paper horizontally in front of you, preferably in the landscape position.
- Try to place all words horizontally.

The six thinking hats method is one of the most effective methods of organizing thinking, developed by English writer, psychologist and creative thinker Edward de Bono. At the heart of Edward de Bono's method is the concept of parallel thinking. In parallel thinking (constructive in essence), different approaches, opinions and ideas coexist, not oppose and do not collide. The six hats of thinking, in the process of solving practical problems, help to cope with three main difficulties:

1. Emotions.
2. Confusion.
3. Confusion.

The six thinking hats method helps to overcome these difficulties by dividing the process of thinking into six different modes, each of which is presented in the form of a metaphorical hat of a certain colour. Such a division makes thinking more focused and stable and teaches us to operate on its various aspects in turn.

Six thinking hats consist of:

1. *The white hat of thinking* is a mode of focusing on all the information we have facts and figures. Also, in addition to the data we have, wearing a white hat, it is important to focus on the possible missing, additional information, and to think about where to get it.
2. *The red hat* is a hat of emotions, feelings and intuition. Without going into details and reasoning, at this stage all intuitive guesses are expressed. People share emotions (fear, resentment, admiration, joy, etc.) that arise when thinking about a decision or proposal. Here it is also important to be honest, both with yourself and with others (if there is an open discussion).
3. *The yellow hat* is positive. When we put it on, we think about the supposed benefits that a solution gives or offers, we think about the benefits and prospects of a certain idea.

And even if this idea or solution does not seem good at first glance, it is important to work on this, the optimistic side and try to identify hidden positive resources.

4. *The black hat* is the complete opposite of a yellow one. In this hat, only critical assessments of the situation (ideas, solutions, etc.) should come to mind: be careful, look at possible risks and secret threats, significant and imaginary shortcomings, turn on the search for pitfalls and be a little pessimistic.

5. *The green hat* is a hat of creativity, finding alternatives and making changes. Consider all sorts of variations, generate new ideas, modify existing ones and look closely at other people's work, do not disdain non-standard and provocative approaches, look for any alternative.

6. *The blue hat* is the sixth hat of thinking, unlike the other five, is intended to control the process of realization of the idea and work on solving problems, and not to evaluate the proposal and develop its content. In particular, the use of a blue hat before fitting everyone else is a definition of what needs to be done. formulation of goals, and in the end — summarizing and discussing the benefits and effectiveness of the method of 6 hats.

Rules of the method of six hats of thinking. In the case of collective participation, the de Bono method implies the mandatory presence of a moderator who leads the process and makes sure that it does not turn into a mess. All the time, being under a blue hat, the moderator writes down everything said on paper and in the end sums up the received results.

First, the facilitator briefly introduces the team to the general concept of the six thinking hats then identifies the problem or task. The session begins with the fact that all participants in it together “put on a hat” of the same colour, and look with an evaluative look at the situation in turn, in the appropriate angle to this hat. The order of fitting hats in principle does not play a huge role, however, some order is still necessary.

Try the following option:

Start discussing the topic in a white hat, that is, collect and consider all available facts, figures, statistics, proposed conditions, etc.

Then discuss all available data in a negative way, e. g. in a black hat, and even if the offer is advantageous, a spoonful of tar in a barrel of honey is usually always there. It is necessary to see it.

Next, find all the positive moments in the collaboration by wearing a positive yellow hat.

After considering the issue from all sides, and gathering enough information for further analysis, wear a green, creative hat. Try to find something new in it, going beyond existing proposals. Strengthen the positive moments, smooth out the negative ones. Have each participant suggest an alternative path. The emerged ideas are analyzed again in yellow and black hats.

Do not forget to periodically allow participants to release steam in a red hat (it is worn rarely and for a fairly short period of time for thirty seconds, no more). So trying to put on six thinking hats in different sequences, over time, you will be able to determine the most appropriate sequence.

At the end of the collective parallel thinking, the moderator summarizes the work done. It is also important that the moderator makes sure that participants do not wear several hats at the same time. In this way, thoughts and ideas are not intertwined or confused. You can use this method in a slightly different way: let each participant wear a hat of a certain colour and play a role. In this case, it is better to distribute the hats so that they do not match the type of person. For example, let the optimist put on black, yellow hat put on the one who constantly criticizes everything, let everyone who is not used to showing emotions and always behaves restrained put on red, do not let the main creator try on green, etc. This will enable participants to unleash their potential [5].

The «6–3–5» method is that for six minutes each of the five people in the group writes down 3 ideas in a form. Then the form is passed to another group, who, after reading the pre-

vious ideas, by analogy and association, writes down new ones. The record form is passed to each of the participants 5 times in half an hour. There is a modification of the 6–3–5 method. Participants do not pass the forms with ideas to each other, but put them in the middle of the table. When someone in the group runs out of ideas, they can replace their form with a form in the center of the table. Perhaps the ideas already written on it will lead to a new, even more interesting one. Unlike the previous one, there are no time limits, which allows each group member to work at their own pace [3].

Conclusions. So there are enough methods to find new ideas. Which of the methods to choose depends on the initial conditions of the task and the composition of the participants. We have reviewed some of them and would like you test their effectiveness during the practical work. The system of formation of readiness of teachers for innovative activity is directed on development at them of need in use of pedagogical innovation in professional activity. It is implemented through the gradual assimilation of psychological, pedagogical, methodological and special knowledge about the peculiarities of the use of innovations in professional activities, integrated into the content of teachers' professional activities and their mastery of skills to use innovations in professional activities. research work of innovative direction.

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Дата надходження рукопису 15.04.2021

Мета статті — проаналізувати нові підходи в системі освіти, нове педагогічне мислення та нове ставлення вчителя до своєї діяльності, результатом якої є виховання «інноваційної людини».

Методи. Основні наукові результати були отримані за допомогою комплексу загальнонаукових методів дослідження, а саме: систематизації та узагальнення, теоретичного узагальнення, аналізу та синтезу.

Результати. На сучасному рівні розвитку цивілізації особливу роль відіграє інноваційний потенціал суспільства, якому потрібні люди, здатні систематично і конструктивно мислити, швидко знаходити необхідну інформацію, приймати адекватні рішення та створювати нові ідеї в різних сферах знань. Це, у свою чергу, формує соціальне замовлення на нові підходи в системі освіти, нове педагогічне мислення та нове ставлення вчителя до своєї діяльності, результатом якої є виховання «інноваційної людини». Ідеї випускників української школи щодо свого майбутнього пов'язані з особистою діяльністю, підприємництвом та індивідуальною творчістю, сприймаються та оцінюються через діапазон понять «успіх у кар'єрі», «результативність», «високий рівень доходу». Соціально та економічно невдалі предмети перестають бути еталоном виховного ідеалу, вектор моральної орієнтації розвивається у напрямку посилення поваги до людини, до компетентної особи. Навчальний процес у загальноосвітніх навчальних закладах здійснює існуючий педагогічний склад, який здебільшого реалізує свою професійну діяльність на основі давно сформованих зразків сприйняття діяльності та поведінки. Вони свідомо чи несвідомо транслиють ідеологічні, соціально-культурні установки, які не мають значення для молоді, зосереджуючись на своїх уподобаннях та поведінкових стереотипах. Впровадження компетентнісного та особистісно орієнтованого навчання є необхідністю, відповіддю на існування проблемного поля освітніх модифікацій, незворотність якого зараз очевидна для всіх. Перехід від підходу, заснованого на знаннях, до компетентнісного, в якому теоретичні знання стають не головною метою навчального процесу, а засобом забезпечення успіху людини у вибраній нею сфері діяльності, задекларовано у всіх державних освітніх документах. Але в рутині та фактичному визначенні поведінки сучасних мотиваційних установок багато з них часто не хочуть слухати думки інших, відображають недоліки, помилки, не готові витратити час на розробку більш ефективних форм роботи, заохочувати учнів, щоб поліпшити якість навчання, не завжди готові до творчості та інновацій. Методів досить, щоб знайти нові ідеї. Який із методів вибрати, залежить від початкових умов завдання та складу учасників. Ми розглянули деякі з них і хотіли б, щоб ви перевірили їх ефективність під час практичної роботи.

Ключові слова: інноваційний потенціал, інноваційне мислення, освітні модифікації.