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PEDAGOGICAL INNOVATIONS IN PRESCHOOL EDUCATION – CONDITIONS FOR SUCCESSFUL DEVELOPMENT OF A CHILD

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The article presents an analysis of innovative technologies and the specifics of their implementation in the educational process in a preschool educational institution. It is stated that the updated educational paradigm today orients preschool educational institutions to search for ways of successful development of a preschool child. It is the most relevant for the formation of readiness of preschool teachers for innovative and creative professional activity, because of the modern educational process is impossible without the introduction of innovative technologies.

It is undeniable that with the help of new scientific and technical developments it is possible to raise the level of education, including preschool education, to a qualitatively new level that meets the requirements of educational policy in the state.

The essence of the concepts of «innovation», «innovative technologies» is revealed. It is interpreted as a system of methods, ways, techniques of teaching, educational means aimed at achieving a positive result due to dynamic changes in the personal development of a child in modern socio-cultural conditions.

It is noted that pedagogical innovations can either change upbringing and training, or improve them. Innovative technologies combine progressive creative technologies and stereotypical elements of education that have proven their effectiveness in the process of pedagogical activity in preschool education institutions. It is determined that any innovation is the creation and further use of a fundamentally new component, as a result of which qualitative changes in the educational and developmental environment of the preschool education institution occur. Innovative technologies in preschool education institutions are aimed at creating modern components and techniques, the main purpose of which is the modernization of the educational process. Based on the analysis, the following innovative technologies used in the preschool education system were identified: gaming technologies, problem-based learning technologies, developmental learning technologies, alternative technologies, computer technologies. It is concluded that one of the conditions for the implementation of innovative technologies in the practice

of a preschool education institution is the teacher's readiness for innovative and creative professional activity, which is carried out at the appropriate methodological, theoretical and technological levels.

***Key words:** innovations, pedagogical innovations, innovative technologies, preschool education, preschool teacher, preschool child.*

Formulation of the problem in general form. The modernization guidelines of the modern education system in accordance with the preschool education standard such as accessibility, quality, efficiency – put forward increased demands on preschool education. The level of child development becomes a measure of the quality of the teacher's work and the entire educational system as a whole. Therefore, the discrepancy between the search for effective forms of work, the use of which would ensure the solution of the problems of comprehensive development of a child in a preschool institution, in accordance with federal state requirements, is very relevant. And the preschool teacher needs to navigate a wide range of modern technologies.

Innovative processes in preschool education are the theory, practice, prospects. The emergence of innovative processes is due to a number of contradictions that have different sources, subject origins and different complexity. The main contradiction in the development of the education system is the discrepancy between old methods of teaching, upbringing and developing children and new living conditions. The second one is the contradiction between the mass of new information and the framework of the educational process; the third is the contradiction between the old and the new (meaning the formation of alternative education, new types of educational institutions). The educator's need to update psychological and pedagogical knowledge, interest in advanced pedagogical experience, on the one hand, and established standards of content, forms and methods of the educational process, on the other, causing a contradiction between the capabilities of the individual and reality, also feed pedagogical innovations. In view of the designated contradictions and trends, researchers of this phenomenon have formulated the following laws of innovation processes (Ємчик, 2021).

Analysis of recent research and publications. The term «innovation» has become firmly established in the linguistic consciousness of specialists of various profiles, and innovations themselves have become an integral part of their professional activities. Preschool education specialists are no exception in this sense, as they, being creative and inventive individuals, generate new pedagogical ideas, create the latest educational products, develop innovative psychological and pedagogical experience, and offer innovative approaches to teaching, educating, and developing preschool children. Heuristics are a characteristic feature of the activities of preschool education workers (Волинець, Дорохова, 2021)

They are capable of non-standard thinking and professional actions, originality and uniqueness in conducting various educational and upbringing activities, invention, nature-responsible psyche of a preschooler, figurative and expressive speech, accessible to understanding by a child, positive emotional contact with pets and the manifestation of other abilities, without which systematic educational pedagogical activity aimed at the implementation and improvement of the achievements of scientific and pedagogical progress, qualitative changes in the processes of preschool education and ensuring the effect of pedagogical influences are impossible (Дідичук, 2021). Scientific analysis shows that current innovative pedagogical technologies are increasingly being used in the practice of preschool education. Advancement of innovative pedagogical technologies in work with preschool children in the foundations of preschool education in research (G. Belenka, A. Bogush, Y. Volinet, L. Zdanevich, O. Polovina, T. Ponimanska, O. Funtikova, A. Kharchenko, L. Shvaika et al.). The problems of the development of innovative technologies in the modernization process were addressed by the works (A. Verbitsky, I. Dichkivska, M. Klarin, O. Listopad, V. Nesterenko, I. Polat, S. Sisoeva and others).

Innovations define new methods, forms, objects, technologies used by teachers in pedagogical practice, aimed at developing the child's personality abilities. In this regard, the choice and implementation of innovative pedagogical technologies in the educational process of a preschool educational institution is the main factor in the professional development of teachers. With the implementation of updated basic components of preschool education, the key issue is the introduction of innovative technologies in preschool education. The principle of integration, which provides for the interaction of the educational sector, requires preschool teachers to reorient themselves from the educational model of organizing the educational process to joint activities of adults and children, based on forms of educational work that are adequate to age characteristics - experimentation, design (Березюк, Рудік, 2017).

The purpose of the article is to analyze and substantiate the features of the introduction of innovative technologies in the educational process of a preschool educational institution.

Presentation of the main research material. The practical implementation of the Basic Component raises the problem of improving the quality of education when organizing the educational process through a variety of forms of educational influence (organization of individual lessons, club and research work); the use of modern innovative pedagogical technologies in preschool education. It should be noted that, in general, the term «innovative pedagogical technology» has become quite common in the context of modern education, and this is reflected in numerous publications, but its content requires specifying the definition of

innovative pedagogical technologies in the field of preschool education. Based on the analysis of psychological and pedagogical literature on the problems of the study, it was revealed that innovation is considered as a process of mastering an innovation (a new tool, method, methodology, technology, program, etc.) (Харченко, 2013).

Innovative technologies are a system of methods, ways, techniques of teaching, educational tools aimed at achieving a positive result due to dynamic changes in the personal development of a child in modern socio-cultural conditions. Pedagogical innovations can either change the processes of education and training, or improve them. Innovative technologies combine progressive creative technologies and stereotypical elements of education that have proven their effectiveness in the process of pedagogical activity (Шахіна, Садова, 2020).

I. Dychkivska notes that innovative pedagogical technologies are «a purposeful, systematic and consistent implementation into practice of original, innovative methods, techniques of pedagogical actions and means that cover the entire educational process from defining its goal to expected results» (Дичківська, 2024). At the same time, from the point of view of modern pedagogical research, innovative pedagogical technology acts as a component of the pedagogical process, reflecting its leading, essential characteristics – a set of consistent interactions for the purpose of development. In practical activity, pedagogical technology is the result of the teacher's reflection of pedagogical interaction (Шахіна, Садова, 2020).

According to scientists pedagogical technology should meet some basic methodological requirements (technological criteria): conceptuality implies reliance on a certain scientific concept, including philosophical, psychological, didactic and socio-pedagogical substantiation of achieving educational goals; systematicity includes the presence of all the signs of a system: process logic, interconnection of all its parts, integrity. Controllability enables diagnostic goal-setting, planning, design of the learning process, step-by-step diagnostics, variation of means and methods in order to correct the results. Efficiency implies optimality in terms of costs, a guarantee of achieving a certain standard of training. Reproducibility implies the possibility of using (repeating, reproducing) pedagogical technology in other similar educational institutions, by other entities. Based on the analysis of pedagogical technologies conducted by S. Sisoeva the following technologies used in the preschool education system can be distinguished: developmental learning technologies, problem-based learning technologies, game technologies, computer (information) technologies (Сисоева, 2006).

Systemic innovative pedagogical technologies include pedagogical technology of M.V. Montessori; anthroposophical schools of R. Steiner;

pedagogical technologies of P. Petersen, S.A. Freinet, O. Decroly; technologies of developmental learning. Systemic technologies improve the entire pedagogical process of an educational institution. Each of them has a theoretical model based on a specific philosophical teaching, which corresponds to the methods and techniques of practical application. They involve restructuring the entire institution for a certain idea, concept, or creating a new educational institution on the basis of the previous one (for example, an adaptive kindergarten, a laboratory school, etc.) (Максимова, 2022). Innovative technologies include: early learning technologies (G. Doman); psychological and pedagogical design technologies (T. Pirozhenko, S. Ladvir); healthy lifestyle design technologies (M. Efimenko); use of intellectual maps (N. Gavrish, I. Kondraty); technology for developing a creative personality (G. Altshuller); the «Learn to Fantasize» technology (N. Egorova); a methodology for developing creative abilities in drawing classes (L. Shulga); LEGO construction «Learning through Action»; children's research as a teaching method for senior preschoolers (O. Savenkova); technology for forming a culture of engineering thinking in preschoolers «STREAM education, or Paths to the Universe». In our opinion, technologies that deserve special attention are: teaching mathematics (L. Zaitseva, M. Mashovets, «Dienes' Logical Blocks»), «Fairytale Labyrinths of the Game» by V. Voskobovich, and Kuisener's Sticks). Modern technologies for the mathematical development of preschoolers are aimed at activating the child's cognitive activity, the child's mastery of the connections and dependencies of objects and phenomena in the surrounding world (Максимова, Федорова, 2021).

The main idea of preschool teachers on the application of innovative pedagogical technologies is a harmonious combination of traditional means with modern innovative technologies. The introduction of innovative pedagogical technologies in a preschool educational institution (systemic, modular or local) occurs gradually and has the following stages: familiarization with the innovation, the author's program; study of the tasks provided for by law; search for additional information, analysis of the practice of teaching and comparison of the results obtained and their process; psychological, methodological, theoretical training of teachers; development of models, recommendations for the implementation of the selected technology; organization, control over the process of innovation, making adjustments (if necessary); monitoring the management of the process of implementation of the innovation (Березюк, Рудік, 2017).

Their selection and successful implementation in an educational institution largely depends on how effectively educators master and apply them in the educational process, contributing to changes in the activities of preschool education institutions. Innovative technologies, systems of teaching and upbringing preschool children are distinguished by variability, originality and

specificity of manifestation in practice, since they reflect the level of pedagogical skill and creativity of the educator. Educators, using innovative technologies, direct their actions to the formation of significant motivation for learning in children, which directs their cognitive activity, stimulates the development of their own feelings and interests. The more interesting such activity, the more emotional its influence and the greater the effect it gives (Калмикова, Гавриш, 2020).

Conclusions and prospects for further research. Thus, the main task of educators of preschool educational institutions is to select innovative technologies, methods, means that optimally correspond to the formation of the foundations of the worldview of a holistic, vitally active, humanistically oriented personality who will recognize and observe national-cultural, universal and civic values. The introduction of innovative technologies in the training and education of preschool children will increase the effectiveness of the educational process, will form value orientations in teachers aimed at the development and formation of a comprehensively developed preschooler, capable of solving certain problems in practical activities. We see prospects for further scientific research in the study of the advantages and features of the use of innovative pedagogical technologies in modern preschool educational institutions and the coverage of pedagogical conditions for increasing the effectiveness of innovative activities.

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ПЕДАГОГІЧНІ ІННОВАЦІЇ В ДОШКІЛЬНІЙ ОСВІТІ – УМОВА УСПІШНОГО РОЗВИТКУ ДИТИНИ

М. В. Роганова

У статті надається аналіз інноваційних технологій та особливості упровадження їх в освітній процес в закладі дошкільної освіти; констатується, що оновлена освітня парадигма орієнтує сьгодні заклади дошкільної освіти на пошук шляхів успішного розвитку дитини-дошкільника, найбільш актуальним з яких є формування готовності педагогів дошкільної освіти до інноваційної та креативної професійної діяльності, адже сучасний освітній процес неможливий без впровадження інноваційних технологій. З'ясовано, що неперечним є той факт, що за допомогою нових науково-технічних розробок можна підняти рівень освіти, у тому числі дошкільної, на якісно новий рівень, що відповідає вимогам освітньої політики в держав. Розкрито сутність понять «інновація», «інноваційні технології»; останнє трактується як система методів, способів, прийомів навчання, виховних засобів, спрямованих на досягнення позитивного результату за рахунок динамічних змін в особистісному розвитку дитини в сучасних соціокультурних умовах. Зазначено, що педагогічні інновації можуть або змінювати виховання і навчання, або вдосконалювати їх; інноваційні технології поєднують прогресивні креативні технології та стереотипні елементи освіти, які довели свою ефективність у процесі педагогічної діяльності в закладах дошкільної освіти. Визначено, що будь-яка інновація – це створення і подальше використання принципово нового компонента, внаслідок чого відбуваються якісні зміни освітньо-розвивального середовища закладу дошкільної освіти. Інноваційні технології в закладах дошкільної освіти спрямовані на створення сучасних компонентів та прийомів, основною метою яких є модернізація освітнього процесу. На підставі проведеного аналізу виокремлено інноваційні технології, які використовуються в системі дошкільної освіти: ігрові технології, технології проблемного навчання, технології розвивального навчання, альтернативні технології, комп'ютерні технології. Робиться висновок, що однією з умов реалізації інноваційних технологій в практику роботи закладу дошкільної освіти є готовність педагога до інноваційної та креативної професійної діяльності, яка здійснюється на відповідних рівнях: методологічному, теоретичному та технологічному.

Ключові слова: інновації, педагогічні інновації, інноваційні технології, дошкільна освіта, педагог дошкільної освіти, дитина дошкільного віку.

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