

# INTEGRATION OF INNOVATIVE TECHNOLOGIES IN THE PROFESSIONAL TRAINING OF TEACHERS OF LITERATURE

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## INTRODUCTION

To improve the quality of education, specialists of higher pedagogical educational institutions need to competently master the theoretical foundations and varieties of innovative pedagogical technologies, their qualitative originality. Future teachers of literature should know the main trends in the improvement of innovative pedagogical technologies, understand their essence, own the mechanisms of their creation and means of use, and be able to rely on the individual style of professional activity for this. The study of innovative experience showed that most scientific research is devoted to the topic of innovations, however, there is not enough systemic-activity approach, which allows analyzing not only individual stages of the innovation process, but also to move on to a comprehensive study of the means of innovative technologies.

Modern innovative education is an advanced education, a distinctive feature of which is the development of advanced methods and means of acquiring knowledge that form a personality in a single world information and educational space. The essence of advancing education is to ensure the priority development of the education system against the background of other socio-economic factors.

Modern trends in the development of higher professional education necessitate the training of a competitive, professionally competent specialist who meets the requirements of the modern socio-cultural, educational and informational situation. The solution to these problems is associated not only with the modernization of the learning process, but, first of all, with innovative transformations, that is, with the use of educational technologies. Therefore, the development and implementation of innovative technologies in the educational process requires a high level of professional competence from each university teacher. A set of strategic guidelines influencing the development of the modern educational and professional process in the university as a whole is of paramount importance for the study of the problem of training literature teachers. The highlighted landmarks are of a multi-level nature: at the macro level, these are strategies for the development of social processes taking place all over the world and cover the existence of broad strata of the population; at the meso level, they are strategies for the development of the educational and professional process in educational institutions: general patterns, principles, approaches to determining the content of education. implementation within the framework of new state educational - standards, that is, the educational paradigm, at the micro level - strategies for the development of the educational and professional process, have a local, partial character.

In the modern period, innovative changes have such directions as: the formation of a new content of education; development and implementation of new learning technologies; application of methods, techniques, means of mastering new programs; creating conditions for self-determination of the individual in the learning process; a change in the activity and

style of thinking of both teachers and students, therefore, a change in the relationship between them, the creation and development of creative innovative teams. The active essence of innovations in education and the need to display them in the form of teaching put forward a requirement for understanding the methodology of pedagogical innovation as an organic unity of two components: learning and activity.

## METHODOLOGY

To achieve the goals set by us in this article, the goal of studying the features of the integration of innovative technologies in the context of the professional training of teachers of literature involves the use of certain methods. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

## RESULTS AND DISCUSSIONS

Modern education should prepare a person who is able to live in a very globalized and dynamically changing world, to perceive its variability as an essential component of his own way of life. Globalization, transformational processes and continuous informational variability determine the introduction of a person into a very complex system of social relations, require from it the ability to non-standard and quick decisions. Only essentially innovative education can bring up a person who lives according to the modern innovative laws of globalization, is a comprehensively developed, independent, self-sufficient person who is guided in life by his own knowledge and beliefs. In general, society needs it more than education or a specific person, because without a comprehensively developed personality, it is impossible either to build the foundations of democracy, or to achieve the parameters of economically developed countries.

Pedagogical innovation is not only an idea, but also a certain form of its design and implementation in activities. Thanks to changes in public consciousness, new values in education are the priority of self-development, self-improvement, self-education over the transfer of knowledge, skills and abilities, and hence the interests of the individual over the curriculum, curricula. The teacher must clearly realize that the dominant of the modern educational process should be its creative function, which prefers the formation of a creative personality. Therefore, it is important to build the educational process not on the opposition of information and creative functions of training, but on the basis of their combination on the basis of a dialectical approach (HASAN, 2019; IVANCHENKO, MASLIJ, 2018; KOH, LEE, 2019; KOROTKIKH, 2018).

Education should constantly adapt to social development, using previous experience, broadcast its achievements, main values, achievements, introducing innovations. The restructuring of the education system to provide it with greater flexibility, to ensure transitions from one direction of education to others will allow to adequately respond to the demand to change the product of education in accordance with the demand on the labor market. The most recent laws governing educational activities are market-oriented and orient the development of education in the paradigm of market relations. Education is becoming market-oriented, and therefore it is advisable to rethink the organizational, content and content components of the educational process. To prepare a person for life in a market society is based on the logic and content of market relations. Of course, the laws governing relationships in the field of education must be democratic, encourage creativity, to create new innovative technologies for teaching and upbringing.

The paradigm of innovative development of higher education provides for such a way of organizing the activities of a higher educational institution, which ensures the achievement of the goals and objectives of its innovative development. Knowledge remains the key element of this paradigm, as for the traditional paradigm, but the main difference is that if the previous approach clarified the way of transferring knowledge, then the new approach focuses on the way of producing knowledge. An innovative university requires new approaches both in management and in the organization of the educational process (KRYSHANOVYCH, KRYSHANOVYCH, S., STECHKEVYCH, IVANYTSKA, HUZII, 2020; KUKULSKA-HULME, 2020; LAZAREV, MARTIROSYAN, 2021).

Innovative technologies quickly entered all areas of our life. In this regard, there is an urgent need to use computer technology in the study of many disciplines of the school course. After all, the ecological situation in the world, legislation, nature, weather changes every day. The information presented in the textbook turns into old information even during the publication of the textbook. The study of individual disciplines or individual topics using innovative technologies, computer technology and fresh information taken from the Internet is one of the ways to optimize and diversify the educational process. Why is the use of a computer in the educational process considered an innovation today?

Innovation in a broad sense refers to the use of innovations in the form of new technologies, types of products and services, organizational, technical and socio-economic solutions of a production, financial, commercial, administrative or other nature.

The period of time from the birth of a new idea, creation and dissemination of an innovation to its use is commonly called the life cycle of an innovation. Taking into account the sequence of work, the life cycle of an innovation is considered as an innovation process. It is the use of a personal computer in the educational process and new technology in teaching, an innovation in the educational process.

Due to the strengthening of democratic tendencies in the life of society, educational systems, as its significant components, began to shift the emphasis from mass pedagogical phenomena to the personality of the child, the study of the possibilities and circumstances of his individual development, the conditions for self-disclosure and self-realization of a person at different stages of her life. The tendency of personal orientation of educational systems is also manifested in teacher education. The school today needs not just good teachers, but a teacher - a technologist, a teacher - a master, a teacher - an innovator. The creation of alternative types of schools, the recognition for each school of the right to have its own unique image, to work according to copyright programs will require teachers with innovative thinking, capable of consciously taking responsibility for the personality of another person, is constantly developing, and schools, as a system, are also in development.

The idea of translating innovative technologies into education presupposes the achievement of the goal of high-quality education, that is, education that is competitive, capable of providing each person with conditions for the independent achievement of a particular goal, creative self-affirmation in various social spheres.

However, innovation, as a didactic tool or system, has to be embodied in educational subjects. Realizing the idea of creating innovative courses and lessons is not very easy.

The idea of translating innovative technologies into education has recently become the subject of intensive theoretical and practical research. Its current stage is characterized by both empirical orientation - the development and delivery of innovative lessons by teachers of different profiles, and theoretical - the creation and improvement of innovative and integrated courses, in some cases combining numerous subjects, the study of which is provided for in the curriculum (TAYTELIEVA, ISKAKOVA, ZHIENBAEVA, NABUOVA, BALABAEVA, 2021; KRYSHANOVYCH, KOTYK, TIURINA, KOVREI, DZHANDA, 2020).

Innovative technologies make it possible, on the one hand, to show students the "world as a whole", overcoming the disciplinary fragmentation of scientific knowledge, and on the other hand, to use the study time for the full implementation of profile differentiation in teaching.

Over the past few years, personal computers have ceased to be exotic and have entered our daily life. In our country, as in the rest of the world, there is a displacement of "manual" mental computer labor.

The consequence of this is a change in the situation on the labor market. One of the main requirements when applying for a job is the ability to use a computer. Such a requirement is presented to the secretary, and the accountant, and the editor and other specialists. In this regard, the development of computer technologies should take place already at school, so that the graduate quickly becomes involved in the life of society. In order to effectively use a computer, one must be able to rather not program, one must be able to own effectively ready-made programs that allow one to solve very different problems.

New innovative and information technologies at the end of the 20th century have become not only the main driving force of progress, a means of communication between states, companies, universities, a new form of trade, but also a powerful means of learning. Now almost all schoolchildren of Ukraine study the basics of information culture in schools. According to a sociological survey, 68% of adolescents use a computer as a work tool, 12% use a PC for entertainment, for 18% it is an opportunity to communicate with friends, and for 2% it is an opportunity to disconnect from reality (TYUNNIKOV, 2017; KRYSHANOVYCH, BILYK, SHAYNER, BARABASH, BONDARENKO, 2021; UDOVYCHENKO, ANDROSHCHUK, BIGUS, GORBATOVA, GYTNYK, 2021).

The innovative activity of a teacher can include: the development of new techniques, techniques, means, methods of teaching and upbringing, the introduction of copyright course programs, the testing of new textbooks, and the like.

The main contradiction in the development of the education system is the discrepancy between the old methods of teaching, upbringing and development of children to the new conditions of life; the second 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 (I mean the formation of alternative education, new types of educational institutions). Therefore, for pedagogy as a science of upbringing, education and training, which for a long period of time was characterized by pedagogical innovation as an update of the educational system, the leading and determining criterion of its viability, compliance with social needs and needs, and competitiveness is innovation. The criteria for determining the innovative orientation in educational activities in the field of literature are presented in Table 1.

**Table 1.** Criteria for determining the innovative orientation of educational activities in the field of literature

No	Criteria
1	novelty, which makes it possible to determine the level of novelty of experience. Distinguish between absolute, locally-absolute, conditional, subjective levels of novelty
2	optimality, which contributes to the achievement of high results with the least expenditure of time, physical, mental strength
3	efficiency and effectiveness, which means a certain sustainability of positive results in the teacher's activities
4	the possibility of creative application in mass experience, providing for the suitability of tested experience for mass implementation in educational institutions

Source: Search data.

So, we can conclude that educational innovation at school lays the foundations for innovative activities of students in the future. It is the teacher-innovator who forms a developed personality who uses the acquired knowledge and knows how to independently replenish it, who is competitive in any area of public life, who is responsible, and who is able to ideally achieve the main goal of human life - happiness.

## CONCLUSIONS

Strengthening the authority of the state and the competitiveness of specialists in various fields in the international arena largely depends on the approval of high technologies in the training of teachers of a pedagogical profile. The solution to this important problem directs the training of future teachers to master innovations, which should ensure their mobility, creative solution of the assigned tasks. Mastering innovative technologies allows students to quickly process a large amount of educational information, while assuming the formation of their skills of self-education and independent scientific knowledge, in general, contributes to the self-realization of the individual in practical activity.

The priority tasks of the higher education school are the improvement of its structure, the strengthening of the personal direction, the technologization of the educational process. The modernization of the higher education system, first of all, is projected on the problem of improving its content, which is one of the main indicators of the general condition and quality of the education system, its prospects and innovativeness.

It is advisable to emphasize that pedagogical technology allows you to design the educational process in advance and, as an integral part of the pedagogical system that meets the needs of modern society. Diagnostics, effectiveness, efficiency, projectivity, integrity,

controllability are the features that distinguish pedagogical technology from other pedagogical phenomena. Due to the fact that pedagogical technology activates the interest and motivation of students, this educational model contributes to more effective training of future specialists.

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### Integration of innovative technologies in the professional training of teachers of literature

Integração de tecnologias inovadoras na formação profissional de professores de literatura

Integración de tecnologías innovadoras en la formación profesional de profesores de literatura

#### Resumo

O objetivo principal do estudo é analisar as características da integração de tecnologias inovadoras no contexto da formação profissional de professores de literatura. O papel da educação em geral e do ensino superior em particular está sendo transformado do status de um recurso para o desenvolvimento da sociedade no status de uma esfera pública de liderança. Os limites do crescimento da civilização moderna são determinados precisamente pela educação, sua qualidade e disponibilidade. Para responder de forma adequada aos desafios modernos da educação, é necessária uma nova formação de docentes dinâmicos, que atualizem constantemente os seus conhecimentos profissionais, saibam viver e trabalhar num ambiente inovador. Como resultado, foram identificados os aspectos-chave da integração de tecnologias inovadoras no contexto da formação profissional de professores de literatura.

**Palavras-chave:** Pedagogia. Alunos. Futuros professores. Literatura. Inovações.

#### Abstract

The main purpose of the study is to analyze the features of the integration of innovative technologies in the context of the professional training of literature teachers. The role of education in general and higher education in particular is being transformed from the status of a resource for the development of society into the status of a leading public sphere. The boundaries of the growth of modern civilization are determined precisely by education, its quality and availability. In order to adequately respond to the modern challenges of education, a new formation of dynamic teaching staff is needed, they constantly update their professional knowledge, know how to live and work in an innovative environment. As a result, the key aspects of the integration of innovative technologies in the context of the professional training of literature teachers were identified.

**Keywords:** Pedagogy. Students. Future teachers. Literature. Innovations.

#### Resumen

El objetivo principal del estudio es analizar las características de la integración de tecnologías innovadoras en el contexto de la formación profesional de los profesores de literatura. El papel de la educación en general y de la educación superior en particular está pasando de ser un recurso para el desarrollo de la sociedad a ser una esfera pública líder. Los límites del crecimiento de la civilización moderna están determinados precisamente por la educación, su calidad y disponibilidad. Para responder adecuadamente a los retos modernos de la educación se necesita una nueva formación de profesorado dinámico, que actualice constantemente sus conocimientos profesionales, sepa vivir y trabajar en un entorno innovador. Como resultado, se identificaron los aspectos clave de la integración de tecnologías innovadoras en el contexto de la formación profesional de los profesores de literatura.

**Palabras-clave:** Pedagogía. Estudiantes. Futuros profesores. Literatura. Innovaciones.