

# The Concept of the Formation of the Teacher's Innovative Competence in the Space of Lifelong Education

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## Summary

The article proposes the process of formation of the teacher's innovative competence in the space of lifelong education the foundations of the formation of the teacher's innovative competence in the space of continuous education.

The concept of the formation of the teacher's innovative competence in the space of lifelong education is proposed; it includes initial ideas, goals, objectives, patterns, principles, stages, content and technologies implementation of this process.

### Key words:

*Lifelong Education, Teacher's Innovative, Modern School, education.*

## 1. Introduction

The beginning of the XXI century in Ukraine has become a time of realizing the need for qualitative changes in education, sometimes rethinking the goals of education, searching for new content, forms, methods, technologies. In that period, a lot of serious scientific research was carried out, programs for the development of education at the federal and regional levels were developed, a number of practical interdepartmental measures were taken in the field improvement of national education, and innovative processes are gradually entering the life of the modern school. In this regard. In recent decades, research in the field of pedagogical innovation has intensified significantly: new models of educational systems, the content of educational programs, and pedagogical technologies are being developed.

At the same time, some fundamental problems remain poorly understood, and in practice they are almost unclaimed due to their objective complexity, as well as traditional approaches to education that continue to dominate. The concept of "innovation" was originally built on two bases - the result and the process. The understanding of innovation as a progressive result of

activity lies in the fact that it (the result) is widely used and leads to significant changes in the life of a person and society. Innovation, understood as a process, presupposes the presence of stages, in the change of which there is a movement from the birth of an idea to the development of a finished one product.

Thus, the innovative orientation in education is manifested most often at the turning points in the development of society. In addition, any innovative educational system develops within the framework of a specific society.

## 2. Theoretical Consideration

For the current stage of development of Ukraine and the entire world community characterized by the rapid deployment of innovative processes in all spheres of human activity. If since the mid-90s of the last century the most important for the development of our country was the oil and gas complex, then in currently at the forefront of national security, welfare and building the future of the country, maintaining a single sociocultural space claims to be scientific and educational. This the claim, on the one hand, is formalized in policy documents in the field education (in particular in the modern education model, task-oriented innovation economy and concept federal target program for the development of education for 2011–2015), with the other - the position of the subjects of the education system is such that it manifests itself in a paradigm shift from supportive to innovative learning, allowing to ensure the formation of the subject's ability to a projective, innovative view of the future. Therefore, the development the concept of a regional system of continuous innovation teacher education is an urgent task. The concept sets a general ideological and methodological framework for the further development of documents of a

regulatory, program-organizational and methodological nature, which determines the regional features of the implementation of educational policy, strategy and tactics work with educators who carry out innovative activities. It is aimed at the objectively necessary change of existing, but isolated from each other and disparate forms and levels of work with educators engaged in innovative activities, into a flexible, an accessible multi-level system that includes coordinated actions aimed at identifying, supporting and supporting innovations in the regional education system. The main provisions of the concept will become the basis for further defining the specifics of activities and forming a strategy interstructural cooperation to ensure the formation of the teacher's innovative competence.

The relevance of ensuring the formation of an innovative the teacher's competence is due to the need to form carriers of innovative abilities at the regional level, to bring innovative activities carried out at the level educational organizations, in accordance with the state and regional educational policy, existing innovations in the context of modern trends in the development of education through the preparation of its multi-level carriers in the person of existing and future teachers, management and pedagogical teams educational organizations of the region (individual and collective subjects of innovation).

The formation of the innovative competence of a teacher is continuous process of improving the personal, theoretical and practical readiness of the teacher for the purposeful introduction of innovations into the pedagogical system, which has a natural-artificial nature and is carried out under the influence of external conditions, professional activity and the individual's own efforts.

The main idea of the concept is to ensure the formation of innovative competence of current and future teachers, management and pedagogical teams of educational organizations of the region (individual and collective subjects of innovation) by creating and ensuring the functioning of the regional space of lifelong education, which contributes to bringing innovative activities carried out at the level of general educational organizations in accordance with the state and regional educational policy, and "completion" of existing innovations in the context of modern trends in the development of education.

The concept of the formation of a teacher's innovative competence in the space of lifelong education is represented by a set of patterns, factors, principles, a set of generalized provisions reflecting the goals, content, technology, organization of the process of preparing a teacher for innovative activities and support of this activity.

The concept of the formation of the teacher's innovative competence in the regional space of lifelong education takes into account the specifics of innovative processes in education, which determines the dependence

of scientific and methodological support of innovative activities a teacher from the micro and macro levels of innovation processes; from the activity, subjective and organizational and managerial aspects of the polystructural innovative activity of schools; from scale expedient dissemination of innovations in the regional, municipal and school levels.

The goal of the concept is to create a theoretical and methodological base and develop on its basis a strategy and model that ensure readiness a teacher to innovative activities, taking into account the socio-economic development of the region.

As a methodological basis for the formation of an innovative competence of a teacher within the framework of the concept, the following approaches are distinguished:

- systemic - allows you to consider the formation of an innovative teacher's competence as a holistic process that ensures unity interrelated and interdependent components of his readiness for innovative activity;

- system-thought-activity - ensures the unity of thinking and activity, reflects the path of formation of innovative competence teacher with a focus on the permission of individual educational deficits;

- competence - contributes to the consideration of becoming innovative competence of a teacher as a unity of his personal, theoretical and practical readiness for innovation;

- synergistic - focuses on social design and program-targeted management of subjects of the education system at different levels of competence in the implementation of innovative activities.

Taking into account the fact that in the humanities the laws are of a social nature, it becomes necessary to distinguish both external (determining the relationship between social and professional phenomena) and internal (reflecting the relationship between the components of the regional space of lifelong education, in which the formation of the teacher's innovative competence is carried out) patterns.

External patterns of the formation of an innovative teacher competence in the regional space of lifelong education:

- the goals and objectives of ensuring the formation of an innovative the competence of the teacher in the regional space of lifelong education is determined by the characteristics of the socio-cultural development of the region and the traditions of education;

- the process of formation of the teacher's innovative competence is due to the action of various factors that facilitate or impede this process.

Internal patterns of the formation of an innovative teacher competence in the regional space of lifelong education:

- the formation of the teacher's innovative competence in the regional space of lifelong education is carried out by coordinated actions of subsystems aimed at identifying, supporting and supporting innovations in the regional education system;
- the effectiveness of the formation of the teacher's innovative competence is associated with the nature of the educational process in which it is carried out and depends on the integrity and continuity of this process in various structures of the regional space of lifelong education.

The revealed patterns were the basis for identifying factors that influence the formation of innovative teacher competence in the regional space of continuous education, and the principles that will form the basis of this process. As a result of the study, we found that the following factors are actively acting on the formation of the innovative competence of the teacher:

The transition of a significant part of socio-economic relations in society to market conditions for development; requirements of the regional economy for the quality of training teaching staff in terms of innovation; the growing influence of external (foreign) factors on the development of the education system; intellectualization and informatization of socio-economic processes; Growing contradictions between individual systems (power - business - science - training - civil society institutions) both at the national level and at the regional level; increasing the role of the human factor in the management of society at different levels (country - region - local systems). The development of the concept of the formation of the teacher's innovative competence also involves the identification of the fundamental principles that will form the basis of its design.

Based on the research of the scientist, we have formulated the following principles of the formation of the teacher's innovative competence:

1. The principle of continuity, which determines the continuous nature of modern education. This principle, in our opinion, becomes fundamental for the system and the subject's participation in it throughout the entire continuous process of his educational activity. In the course of ensuring the formation of the teacher's innovative competence, the principle of continuous education at the stage of higher education is manifested in the self-determination of students for their own education in elective courses, preparation of individual educational and research programs. At the stage of additional professional education, this principle assumes that the

teacher turns any life situation into an educational one for himself. Continuity involves a combination of at least three types of educational activities: formal, non-formal and informal education.

A manifestation of the continuity of education is also the continuity of the individual educational program of the teacher in different periods of life.

2. The content-structural principle that determines the priority of the formation of the content of vocational education over its organizational forms.

3. The principle of multilevel and complementarity professional educational programs, which determines the presence of many levels and stages of both professional and additional vocational education.

4. The principle of mobility of professional educational programs, implying a possible change by the subject at one stage or another in the life path of the field of professional activity or receiving parallel professional education.

5. The principle of individualization of educational goals and programs.

Education is subjective in nature and is associated with an increase in knowledge, methods, cultural values in a person. Therefore educational goals and objectives are maximally individualized. The principle of individualization is manifested through the preparation and implementation of individual programs for participants in the educational process. The goals and programs of education are individual, but it is impossible to realize them alone (there are not enough funds, methods), so collective work is necessary. Education takes place in complex teams, where processes of collective thinking and activity are organized.

6. The principle of continuity of professional educational programs, which allows for the free migration of a teacher in the regional space of continuous education from professional preparation for continuing professional education and professional development.

7. The principle of integration of professional educational structures that provide activity-based and intersectoral orientation of vocational education.

8. The principle of consistency and different routes of content and planning its development in the regional space of lifelong education.

9. Modular-variable principle, which allows to optimize the development of the content of the educational process.

10. The principle of the network organization of the educational process, indicating that the educational environment is not limited to the boundaries of the educational organization, because there are no organizations and organizations in the network at all in the traditional sense, the primary cell associations are "event community", "community".

The concept of "organization" affects, on the one hand, the way of interconnections and interdependencies

between structural units (autonomous wholes), on the other hand, it characterizes the overall picture of the device (what internally sets and maintains integrity). As a rule, the term "network" is used to refer to some integrity, consisting of interconnected nodes. The specificity of this concept is as follows:

- 1) from any node you can reach any other node through internal communications;
- 2) all nodes are equivalent in terms of the integrity of the object;
- 3) being interconnected in total integrity, each node has some relative independence. This, in fact, manifests itself as the ability to move by different routes from one node to another.

In the network organization of the educational process between the "nodes" of the network, more horizontal connections are built, and entails a change in the content of education and its forms. They are getting bigger become focused on supporting individual learning, pedagogical support for the preparation and implementation of individual educational programs and self-education plans that ensure continuous education of the subject throughout life.

In the context of the functioning of the regional space continuing education, the ability of the subject to place an order for his own education is of particular importance. In these conditions, many scientists emphasize, everyone needs to master the culture of choosing and co-organizing various educational proposals into their own educational program. The task is to use a possible resource of open education to build and implement your individual the educational program requires teachers to have special educational technologies and special skills.

The process of formation of the teacher's innovative competence in the regional space of lifelong education is built on an activity basis. In our understanding, this presupposes that teachers live through the transformations that are projected in practice. Education of children, i.e. education of teachers is carried out by means and ways of innovative technology that they implement in the classroom with children. Thus, one of the main pedagogical principles of which we adhere is to organize the education of a teacher in that technology in which he has to work.

As mentioned above, innovation we consider it as a situation of building the future, in which work is needed to "sketch" (understand the image) of this future and to organize the process of professional development of a subject who this future can realize. Work to ensure the formation of the teacher's innovative competence is carried out in parallel (simultaneously) with the construction of the future (in our case - innovative activity) and allows you to resolve individual educational deficits that arise in this process. Building the future presupposes the

introduction of new norms and types of relations, the formation of values. Norms and values are brought into social life as phenomena: they are not called upon, the life activities of teachers should be organized according to them.

Thus, the subject's values are its generalized stable ideas about preferred goods, objects that are significant for him. Axiological foundations belong to the inner spiritual world of the subject, but are manifested in activity, in his relation to others. Continuing education, in our opinion, is a basic condition for the formation of value orientations of teachers.

The main axiological principle on which the provision of the formation of the innovative competence of a teacher in the regional space of lifelong education is based is that "everyone is a goal, everyone is a means". This means, firstly, that all the participant's activities are aimed at compiling and implementing his an individual educational program, and secondly, the condition and means of implementing individual educational programs is the interaction of participants in the educational process with each other.

Note that it is no coincidence that we are talking about the participants, since everyone works as a single informal team, in which everyone solves his educational problems with the help of other members of the learning community, while they can also count on his support and help. Like everyone can be a means? Either he does something better than others, or he has mastered something that others do not yet know, and can teach them. Thus, the leading type of relations between subjects in the system of lifelong education is cooperation. This type of interaction is the basis for organizing joint activities for drawing up individual educational programs for participants, as a basis for organizing the educational process, as well as at the basis of organizing the life of the entire team.

The formation of the teacher's innovative competence in the regional space of lifelong education covers the following periods of the teacher's professional development:

- building the foundation of pedagogical culture (general pedagogical training of a teacher at a university);
- the formation of pedagogical culture (the first 3-5 years pedagogical activity);
- improvement of pedagogical culture (further pedagogical activity).

The basis for identifying the stages of the formation of an innovative the competence of a teacher in the regional space of lifelong education, we set the types of basic processes in the innovative activity of educational organizations: search and development; innovative testing; adaptive and replicating. Based on the above, we have identified the following stages of the formation of the teacher's innovative competence in the regional space of lifelong education:

1. The preparatory stage, within which the teacher introduces into his practice innovations developed and tested by others, i.e. mastering of already existing samples.

2. Productive - when the teacher introduces new models content and learning technologies in new conditions. For example, the organization of education of different ages in a city school, rural district or small school. At this stage, he is forced to redesign activities for specific conditions.

3. Creative - where the teacher himself is the author of the innovation and, in parallel with the development, is engaged in its implementation and support of those who work at the approbation stage.

As a rule, the first and second stages occur during the periods of building the foundation of pedagogical culture and its formation, the third - during the period of improving pedagogical culture.

Consider how the formation of an innovative competence of a teacher in the regional space of lifelong education, which is a set of educational organizations and educational programs that provide training a teacher for innovative activities and support of a teacher carrying out this type of activity. Let us recall that structurally this space is represented by organizations of vocational education, namely: a pedagogical university, a regional institute for advanced training and professional retraining of educators, educational organizations that are its base platforms and social pedagogical movements.

Today in Ukraine there is a system of higher vocational education, which consists of two educational subsystems: training of certified specialists of higher professional education and two-stage training, which ensures the implementation of educational programs at the levels of higher professional education with the assignment of a graduate degree (qualification) "bachelor" and "master". Is not an exception is the system of higher professional pedagogical education.

The modernization of higher education is closely related to the implementation of the Bologna Agreement and involves expanding access to European education, further improving its quality, increasing the mobility of students and teachers, using the system of study loans, and issuing a pan-European diploma supplement to university graduates.

A multi-level training system (bachelor's - master's), a system of credits (credits), modular structure of educational programs, the ideas of lifelong education are among the priorities of the Bologna process. At the same time, researchers note insufficient attention to such aspects of higher education as the development of the individuality of a specialist, his research culture, creativity, mobility. The transition from one level of education to another presupposes an increase in the role of creative, educational and research skills in the structure of professional training.

Therefore, as a rule, requirements are imposed on the system of multilevel higher education by the state and the world community. Building it on a competence basis, individualizing educational goals and programs, relying on the latest scientific achievements and practice orientation.

In our opinion, all forms of innovative activity of universities can be reduced to three areas:

1. Activity to create innovations as a factor of development innovative activity of the university.
2. Learning innovation as a factor reproduction of innovation processes.
3. Educational activity as a factor of support and development of innovations.

The solution to this problem is seen in the enrichment of the technological component of education in a pedagogical university with tasks and tasks of a research orientation; the development of project assignments in the course of elective courses and their implementation in the course of teaching practice; techniques that develop the ability to see the problem, aimed at developing the ability to put forward hypotheses; methods that contribute to the formulation of the ability to ask questions of various types: descriptive, clarifying, causal, evaluative, etc., followed by reflection ways of work of students At various stages of professional development, teachers are faced with problems and difficulties, which are manifested in a lack of knowledge and skills necessary for the successful implementation of innovative activities. Moreover, it should be noted that everyone has their own educational deficits and needs individual pedagogical and methodological support. Therefore, professional education of a teacher involves the individualization of educational goals and programs, i.e. the choice by each teacher of the content, forms and methods of teaching, methods and sequence of mastering this content. The main components of any program are the goals and activities for their implementation. An individual educational program consists of educational tasks and a program of activities for their implementation, aimed at overcoming the individual educational deficiencies of the teacher.

In our approach, the emphasis is on continuity in the implementation of humanization of the integral process of the formation of the teacher's personality. In this context, attention is drawn to the concept of "advanced education", which is an alternative to traditional "supportive" education. In such a system, an exceptional role is assigned to the development of the student's creative abilities, self-education skills, the ability to find ways to solve complex problems in conditions of uncertainty. The idea of continuity can be fully considered as a key one in teacher education, if we assume continuity as a pragmatic function of vocational and pedagogical training.

In our opinion, an individual educational program of a teacher can serve as a means to ensure the continuity of education. Since studying at a university is fundamental in the design of a teacher's professional career, and this stage of professional development largely depends on how successful. If his professional destiny is formed, then the foundations of an individual educational program should be developed by a student during this period.

Continuity of the content of higher and additional professional education through the preparation and implementation of individual educational programs provides high-quality the growth of the teacher, manifested in the ability to become the subject of his professional activity, i.e. engage in the transformation of your own activity and yourself: set goals, choose a trajectory and design your own movement in the chosen direction (design your professional life path).

Thus, the continuity allows you to implement:

- 1) principles: compliance, accessibility, variability content of education;
- 2) mechanisms: logical sequence, agreement educational goals and programs;
- 3) strategies: verbal, spatial, verbal-spatial, value adaptations, choice of content, forms and sequence of mastering educational material, formation of the educational environment;
- 4) methods: didactic adaptation, operational, formal logical (analytical, modeling, comparison).

## Conclusions

Thus, innovations are in the organization of the process of lifelong education, in its content, in the methods and means of teaching. They are based on a different way of using existing knowledge. In turn, its implementation requires a complex organizational and technical changes, staff training and change in the behavior of all participants in the educational process. Thus, the functioning of the space of lifelong education is associated with the transition to a network organization, in which advanced training should get as close as possible to the "points of change".

Therefore, it is necessary to deploy a flexible form of training teachers for innovative activities in areas of emerging innovative practice and at the same time prepare employees of training and advanced training systems, capable of working with the individual needs of future and current teachers. Under these conditions, everyone needs to master the culture of choosing and co-organizing various educational proposals into their own educational program. The task of using a possible educational resource for the construction and implementation of their individual educational program requires special educational technologies and special skills of teachers.

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