

Svitlana Krasniuk

Senior Lecturer of the Department of Philology and Translation

Kyiv National University of

Technologies and Design (Kyiv)

CONDITIONS FOR THE EFFICIENCY OF INNOVATIVE PEDAGOGICAL PROCESSES

The quality of the implementation of the innovation process, like any other activity, is determined by its goals, methods and means, organization, knowledge, abilities, the interest of performers in achieving the highest results, and the peculiarities of communication between them. Since the result of each stage of the innovation process is a prerequisite for the effective implementation of the next one, this actualizes the need to reconcile previous goals with the next ones. For example, the collection of information about an innovation should provide an informed decision on the advisability of its implementation or rejection. The adopted positive decision should contain the tasks for developing the implementation program, which should define the essence, stages of work, as well as the main benchmarks.

The formulation of the purpose of implementation is especially important. Only the concreteness, transparency, clarity of the parameters indicated in it allows, based on their comparison with the results obtained, to decide whether it is advisable to use the innovation for a long time or stop working on the implementation of the innovative idea. The overall goal should be structured in accordance with the specifics and goals of the stages of the innovation process. A successful formulation of the goal of the innovation process does not mean that it will be equally perceived by all its potential participants. This obliges the initiators of the introduction of innovation to actively explain its essence, preferences for the team and each participant, take into account counter opinions and proposals, and, if necessary, make

adjustments to the strategy and tactics for implementing the innovative idea, sometimes in order to achieve unity of interests and goals, an adjustment of the goal may also be inevitable. After all, if, for example, the head of an educational institution and his colleagues have different goals, this will certainly bring discord into the activities of the team, complicate or prevent the achievement of the expected results, or even distort, cast doubt on the innovative idea.

The methods used at each stage of the implementation of the innovation process should ensure the achievement of the necessary results (goals) at the minimum cost of finance, time and other resources. Depending on the features of the innovation, different methods of its implementation can be effective. It is important that the participants in the innovation process have it in their arsenal, be able to maneuver them depending on the situation.

Each stage of the innovation process requires a certain organization of work and the use of appropriate methods. In some cases, a clear definition of the boundaries of initiative and responsibility is required. In others, for example, when performing work that requires initiative, creativity, prompt response to rapidly changing situations, a clear distribution of duties and responsibilities is impossible and even harmful. Since a flexible organization of labor is required, in which much will depend on the informal relations between the performers. Organizational forms should correspond as much as possible to the chosen methods and capabilities of the performers (Тищенко, 2010, 1-6).

Achieving the results expected from the implementation of the innovative pedagogical process also depends on the motivation of the performers. This means that in order for them to become interested in achieving the necessary results of innovative activity, it is necessary to create appropriate conditions, provide for collective, personal incentives. However, the creation of favorable conditions does not always give rise to those who are responsible for the implementation of the innovation, a positive attitude towards it and an interest in its development. Many

people may have their own reasons for ignoring it, opposing it, or at least faking their participation in its implementation. Often there is resistance to change.

All this needs to be predicted, to have a set of tactics regarding the weakening of resistance, increasing interest, and intensifying the participation of those who, for certain reasons, found themselves in opposition to the initiators of change. As a rule, pedagogical teams in which the democratic principles of cohabitation have been established are the first to perceive the new, carefully analyze it, openly discuss it, and work harmoniously on its implementation.

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