

Pedagogy as a Meansinnovative Development of the Educational Process

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ANNOTATION

This article discusses the relevance of the study and research of art pedagogy, highlights its principles, which act as effective provisions in the innovative development of the educational process.

KEYWORDS: *art pedagogy, essence, skills, experience, effective, reflective, self-development, humanization, idea of creativity, cohesion.*

Pedagogical innovation is based on taking into account the personal characteristics of students using the modernized pedagogical tools of teachers. It is possible to single out the main directions of innovative pedagogical activity:

- use of new conceptual bases of professional and pedagogical activity;
- technologization of education;
- use of information technologies;
- educational and methodological support of innovations in education;
- development and implementation of external innovative experience;
- Designing the author's innovative experience.

Concepts/terms of pedagogical innovation - pedagogical innovation, innovation, innovation, innovation process, innovative pedagogy, innovation activity, innovation.

The concept of "innovation" was first adopted more than a century ago in cultural studies and linguistics to denote the process of transfer (transfer) - the penetration of elements of one culture into another and the acquisition of new, previously uncharacteristic qualities. Such penetration was seen as a decisive factor in the development of cultures. In the modern world, it is actively used in various branches of knowledge and activity, especially in the field of economics.

In pedagogy, the concept of "innovation" is used in the following meanings:

- form of organization of innovation activity;
- a set of new professional actions of a teacher aimed at solving urgent problems of upbringing and education [from the standpoint of student-centered education];
- changes in educational practice;
- a complex process of creation, dissemination and use of a new practical tool in the field of engineering, technology, pedagogy, scientific research;
- The result of the innovation process.

This diversity leads to significant differences in the interpretation of the concept of "innovation" (as innovation) in the scientific literature. Differences in interpretation are caused by the unequal vision

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of scientists of the essential core, as well as, at times, by the obvious radical nature of innovations. A number of researchers are convinced that innovation can only be considered as something new that results in cardinal changes in a particular system, while others include any, even minor innovations, in this category.

Given the essential features of innovation, there is every reason to consider it as a process and as a product (result).

Innovation as a process means a partial or large-scale change in the state of the system and the corresponding human activity. Innovation as a result involves the process of creating (reproducing) a new one, which has the specific name "innovation". On this basis, the concepts of "innovation" ("new tool") are often distinguished as a specific means (new ideas, methods, techniques, technologies, programs, etc.) and "innovation", which is broader in meaning, since it means a process the subject of which is innovation.

Art pedagogy is an independent branch of pedagogical science that studies the patterns of education and development of a person by means of art. The essence of art pedagogy lies, firstly, in its educational function, it affects the moral, ethical, aesthetic, communicative and reflexive foundations of the personality, and contributes to its sociocultural adaptation. Art pedagogy has common ultimate goals with general pedagogy to help the student learn to understand himself and live in harmony with himself, learn to live together with other people, learn about the world around him, that is, help a developing personality in its socialization and self-realization [1, 3, 4].

Methods and techniques of art pedagogy develop and enhance attention to feelings, provide an opportunity for self-expression and self-knowledge; help the student to acquire communication skills and experience of creative work in a team, develop imagination and creative thinking.

Identification of the conceptual ideas of art pedagogy allows us to consider the general direction of this branch of pedagogical knowledge. As such, the following are presented: the idea of humanization, the idea of creativity, the idea of integrativity and the idea of reflexivity [1, 3]. Humanization is the core of the new pedagogical thinking, the main setting of which is the ascent to the individual, to the person as the highest value. The idea of humanism is fundamental to art pedagogy and turns into a principle of activity of an art teacher if it is implemented in relation to each child, regardless of his artistic, intellectual and other abilities. Art pedagogy is characterized by the priority of educational goals over learning goals. Effective interaction between a teacher and a student is the basis for mutual development, self-improvement and serves to reveal individual creative potential.

The idea of integration. One of the factors in the disclosure and realization of the personal potential of students is the integrativity of the pedagogical process. The idea of integrativity lies in the very essence of art pedagogy, based on the use of various types of art in education. A harmonious combination of all types and forms of organization of various artistic activities is aimed at enriching the moral and aesthetic image of the student, educating him of an aesthetic attitude to art and the environment, forming ideas about different types of art and mastering practical methods of artistic activity.

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