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This collective monograph offers the description of sustainable development in the condition of European integration. The authors of individual chapters have chosen such point of view for the topic which they considered as the most important and specific for their field of study using the methods of logical and semantic analysis of concepts, the method of reflection, textual reconstruction and comparative analysis. The theoretical and applied problems of sustainable development in the condition of European integration are investigated in the context of economics, education, cultural, politics and law.

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STUDIES OF INNOVATIVE PEDAGOGICAL ACTIVITY OF A TEACHER

Abstract*. Every period of society and education development is also defined by socio-political events and characterized by conditions that require changes in all spheres of life, as well as in pedagogy. Today's secondary education must meet the requirements of the times. To prepare the younger generation to be competitive in the labor market. These changes are based on the embodiment of a new, non-existing or existing as another dialectical form. At different times School reflected a certain era in the development of society. Thus, in the 80s of the twentieth century, teachers who used innovative technologies in their pedagogical activity began to be called innovative teachers. Such teachers were: A. Zakharenko, A. Solohub, A. Alfimov, M. Huzyk, O. Shcherbakov, P.A. Heval and many others. Teacher is the main figure in forming the future citizen of any country. Therefore, the authors of the article pay attention of the reader at the integrity portrait of teacher. He is the first in his professional activity to use innovative pedagogical technologies, which are revealed in the text of the article.*

Introduction

Teaching is the most ancient profession of humankind. This noble profession was practiced before the appearance of writing and schools as educational institutions. School reflected a certain era at different times in the development of society and the role of teacher was so important that scientists were especially interested in teacher's pedagogical activity. The Ukrainian Pedagogical Encyclopedic Dictionary by S. Honcharenko defines *pedagogical activity* as a field of teacher's professional occupation in training, education and development of students. Besides definition, it uncovers main components of teacher's pedagogical activity. The first component is Constructive and associated with the selection and composition of content, design and implementation of the educational process. The second is Managerial, containing its own educational transfer activities as well as guidance on students' educational activities. Next is Communicative, comprising the area of teacher-student relationships. Another is Gnostic, which is containing a study of intellectual, psycho-motor and emotional abilities of students by the teacher; teacher's revision of content, forms, methods and means of educational process realization; merits and demerits of the own personality and some actions with the purpose of its perfection [1].

Returning to the timeline, we must admit that every period of the development of society and education is also defined by socio-political events and characterized by conditions that require changes in all spheres of life, as well as in pedagogy. These changes are based on the embodiment of a new, non-existing or existing as another dialectical form. The unity and conflict of opposites compel society to modernize, renew and change the course of processes. We call this new "novelty" or "innovation" that is essential in every historical stage of our country development.

1. Innovation as a subject of scientific research.

In the mid-1980s, journalists were the first, and after them professionals of the pedagogical sector started using the term "innovation" actively in pedagogical discourse to refer the processes of restructuring national pedagogical system that had begun. Innovations are a stimulating function of social development, training and education, and they have a long-term strategic character. To identify the notions *"innovation"* and *"innovative activity"* we referred to the Glossary of Terms on Innovation Management, which provides the following definition: *"innovation"* is an invention in engineering, technology, work organization and management based on the use of science achievements and best practices, as well as the use of these inventions in a variety of areas and spheres of activity "or"... it is a complex process of creating, distributing and applying new means (novelties, inventions) in the field of engineering, technology, pedagogy and research", and "*innovative educational activity* is one of the forms of investment activity that provides the development, distributing and application of innovations in the education system with the purpose to improve or update. It is characterized by the following processes: identification of innovative initiative, creation of educational innovation, approbation, dissemination, assimilation, preservation and expertise"[3].

Remarkable Ukrainian teachers and scientists study the problems of pedagogical innovation. Among them: V. Kremin, I. Ziaziun, I. Bekh, V. Madzigon, O. Savchenko, A. Furman, O. Kozlova, N. Fedorova, L. Burkova, G. Yelnikova, A. Solohub, I. Kozlovska, K.V. Makohon, S. Podmazin and others. The process of innovation development is creative and meets the terms of search for something new and original, but we state that not always it is the appearance of some inventions, so this process is incorrectly called an innovation. It can be called innovative when it comes to mastering and distributing innovations into pedagogical practice. Thus, pedagogical innovation is not the idea itself, but rather its design [2]. Can we meet a teacher whose professional teaching activity is called innovative? Of course, we can. *Innovative teachers*, who developed and implemented new learning principles and technologies in their professional activities, appeared in the 80's of the twentieth century. These innovative teachers are: A.A. Zakharenko (School Director from Sakhnivka Village, Korsun-Shevchenkivskyi district, Cherkasy region); A.I. Solohub (Creator and Director of Dolhintsivskyi Lyceum, Kryvyi Rih City); A. Alfimov (Director of the Lyceum, Donetsk city); M.P. Huzyk (Creator and Director of a School Complex, Odessa city); O. Shcherbakov (Director of "School – Kindergarten", Kharkov city; it is high school today); P.A. Heval (Director of Primary Educational Complex, Khmelnytsky city) and many others.

Today, there are many talks about efficiency and rationality of pedagogical activity, about its techniques and technology, about economic education, computerization of learning, etc. It is necessary to define several stages as parts of significant component of the innovative organization of pedagogical teams activities: 1) key point of innovative understanding of education is term "*investment program"* (project, plan) and *investments* (education, in general, is an investment in a person's preliminary opportunities); 2) *choice* (made by students, parents, society) of one or another orientation or directed training [2].

Universal character of innovations require study of innovation subjects from one person to society as a whole, from the person who creates innovations in their own activities, to their social reproduction as a whole. Person as a subject of innovation is considered as one of substantial aspects of research. Personality is always balancing between the urge to innovate, change and improve one's own activities, approaches and relationships, etc. from one side, and the fear of innovations with their destructive consequences from the other.

Innovations are essentially different in scale and focus on the person in different social processes. According to the experience, subject, endowed with the ability to predict events more or less, is in dependence of the above-mentioned prediction that transforms his internal state of uncertainty from expecting to upcoming events and after changes the state to maturity before any coming accidents. Innovation occurs as a result of human research activity in a particular area, which has become problematic and causes the internal tension of the need for exceptional thing, novelty, challenges to think and act, respond to pitfalls with their own innovations. These phenomena can occur not only in the environment but also in the inner world of a person, in sphere of personal values and needs.

Current changes penetrated all spheres of social activity and life, as well as in education. Talking about the global crisis in education, we agree that innovations are considered as an effective means of overcoming this crisis. In addition, teacher is the predominant executive of educational improvements and changes in secondary educational institutions. Teacher's activity, accompanied by the use of pedagogical innovative technologies, is an innovative activity as a constituent and a component of the transforming society as a whole. Prominent teacher and writer, founder of scientific methods of teaching, K.Ushynskyi argued that it is not possible to adopt the experience, only the idea can be appropriated. M. Pyrohov (physician, educator and scientist) accurately stated that predominant spirit of science causes great things happen with small donates.

2. Innovative processes in pedagogical activity: current situation

The concept of "pedagogical innovation" includes changes aimed at improving and development of training and education of the younger generation. School is always focused on changes, but only today. These changes become a mass phenomenon. Today, teacher in our society exceeded the role defined for him 10–15 years ago. He is no longer that gifted teacher and, at the same time, he could be fairly criticized as programs performer.

Contemporary socio-pedagogical priorities, new pedagogical paradigms approval, exaggeration of contradictions between vocational training and individual-creative character of pedagogical activity, great scale of practical tasks, solving by teacher with insufficient level of his professional competence is today's reality. Nevertheless, we observe new teacher with the ability to respond promptly to any changes in society and education system that require a significant increase in his professionalism, development of his creative potential, personal and professional qualities in accordance with the level of the development of science, culture, economy, social sphere, production and general culture. The prerequisites for the above mentioned teacher training is his desire for constant personal development and professional growth.

Education is a fundamental component of society, and a teacher is a member of its structure, who, like other people, is short of the immunity to innovations, but, at the same time, it is not devoid of traditions and conservatism. Sociologists believe that person is inclined to changes by nature. Others believe that person is more oriented to the existing in reality and less – to the unknown and new, until it is tested. In fact, person is adaptive to new things and changes. Therefore, traditions and innovations coexist in society as if it were in association.

Innovative mechanisms of education development bring to the society as follows: establishing creative atmosphere in educational institutions and encouraging an interest in the use of innovations; creating socio-cultural and substantial (economic) conditions for acceptance and functioning of different innovations; initiating search engine educational systems and mechanisms, and their comprehensive support; integration of perspective innovations and productive projects into real-life educational systems and implementation of accumulated innovations in the mode of search and experimental educational systems.

Innovative processes can be distinguished into separate cycles of development.

The first cycle is Establishment. It is characterized by reflection and reassessment of personal experience, search for new ideas, new understanding of education values occurrence and dissemination in pedagogical, parental and managerial environment, creation of primary projects and modeling of experimental systems.

The second cycle is Development with goal-oriented simulation of educational projects, approval and support of new thinking and experience values, dissemination of new cultural environments of education, creation of new societies focused on collaborative development of education.

The third cycle is Transformation. It includes regulatory support for innovative forms of pedagogical activity, their widespread and applying in different forms. Efficient changes in the educational space, identifying the willingness of teachers and administrative leaders to participate in the implementation of novelties and, as a result, the introduction of a new cycle with understanding and reassess of the previous experience.

Today, most of pedagogical teams work in innovative mode. Main directions of these processes evolution are: developing new goals for education content; explore forms, methods and means of leading educational activity; outlining ways and defining conditions for providing person-centered, individualized and differentiated approaches to students.

We consider teacher requires the integration of studies in this direction with promising creation of effective pedagogical innovative technologies of training and education. Besides, designing effective education technologies in different directions (moral, mental, labor, artistic, etc.) will give new perspectives in pedagogical activity. Nowadays, teacher has freedom of choice in his professional activity. Moreover, he has an open road to creativity. At the same time, most of teachers do not have scientific and practical basis of pedagogical creativity, and are not able to choose necessary instruments, forms, methods and means from the diversity of educational services in current situation. In addition, teachers are not familiar with technology of preparation (designing, creating) educational material and planning educational process.

Today, there are no questions about teachers' adaptation to new forms of training. However, it is necessary to create a situation for teachers to reorganize the established ways of educational and cognitive activity. Certification of teaching staff became an effective motivation in this situation. The introduction of certification encourages teachers to look for innovative technologies that contribute to their professional development and pedagogical skills. Teachers' pedagogical skills require their creative attitude to professional activity.

Creativity does not exist without the use of innovative educational technologies by teachers of all kinds of educational institutions, particularly, secondary education institutions. Teacher's creativity should be realized in the process of their professional pedagogical activity. Today, creativity is expressed through the connection of science and practice. The above said is provided by the National Doctrine of Education Development in Ukraine.

Historically, the definition "technology" appeared in connection with technological progress. According to the vocabulary, interpretation (techne – art, craft, science + logos – concept, doctrine) technology is systematic knowledge about the ways of processing materials. Technology also involves the art of accomplishing a task using a process that results in personalizing. Technology in the procedural sense answers the question: "How to accomplish (what data and by what means)?"

The term "pedagogical technology" was first mentioned in the works on Pedology (children study) by I. Pavlov, V. Bekhteriev, A. Ukhtomsky and S. Shatsky in the 1920s. In the late 70's – early 80's of the twentieth century terms "teaching technology" and "pedagogical technology" became more commonly understood as a system of means and methods of organization and management of the educational process due to the development of technology, and then computerization of study abroad [4]. Individual proficiency prevails until the technology is created. Nevertheless, eventually it was replaced by "collective proficiency" with concentrated expression of *technology*. Let's compare proficiency with technology (see Table. 1) [7].

Table 1. Comparison of proficiency and technology

No	Individual proficiency	No	Common technology
1.	The process is accomplished by the worker from the start to finish.	1.	The process is divided into parts, each worker accomplishes a part of the work.
2.	Knowledge of system, as well as all complexities of the process is required	2.	Knowledge of the part of process accomplished by the worker is required.
3.	It is necessary to accomplish by yourself.	3.	Introduced "finished" completions, which excluded the need to accomplish the process alone.
4.	The process is durable.	4.	The process is much faster.
5.	Products are of high quality.	5.	Products are also of high quality.
6.	Intuition, feeling and experience are the basis.	6.	Scientific calculations and knowledge are the basis.
7.	Products are limited by the manufacturer's capabilities.	7.	Products are not limited by the capabilities of individual manufacturers, mass production is possible.

So, *pedagogical technology* is a systematic method of creating, applying and defining the process of teaching and assimilation of knowledge taking into account technical and human resources, their interaction, which intends to optimize the forms of education. Also, it is a way of organization, objective vision of materials, people, institutions, models and systems like "*man vs machine*". In addition, it is a test of the problem effectiveness (UNESCO).

The volume of information today is significant and fleeting. Personality should renew the accumulation of knowledge and improve general cultural level. At the same time, secondary education institution should develop steady interest of students in learning the new; provide them with mechanisms for gaining new knowledge independently.

Today, secondary education operates with innovative technology designated as "*interactive*" methods. Interactivity (from English – interaction) means organized cognitive activity based on creative potential of students in terms of a social orientation. Interactive learning aims at creating feedback [4]. As a form of educational process organization, interactive methods have a specific purpose in creating comfortable conditions for students to obtain educational services, perform better academically and use their intellectual ability. All students appreciate creativity that is typical to interactive educational methods.

They can discover something new that will raise their interest in gaining knowledge, increase motivation and, consequently, achieve educational goals. However, the use of interactive technologies has pros and cons (see Table. 2).

Thus, interactive educational technologies have more powerful advantages, contribute to the activation of cognitive activity and development of thinking. More over, they teach students how to communicate constructively, attempting compromises; form the ability to listen and to hear the interlocutor, work in a team to challenge the future. Therefore, interactive educational technologies bring new stream to traditional learning.

Table 2. Interactive pedagogical technologies: pros and corns

No	Pros	Corns
1.	Student performs better academically, encouraged by the educational process.	Even interactive educational technologies do not empower student to overcome objection to participate in educational process.
2.	Students are involved in the process of cognition, they are able to understand and reflect with knowledge and thoughts.	For some students, interactive technologies violate the traditional concept of receiving educational services that leads to destruction of their ideas and generating internal discomfort.
3.	There is helpful and pleasant atmosphere, which allows learning, developing cognitive activities, and moving to a higher level of cooperation.	During the discussion, someone's opinion prevails not considering the opinions of others, especially if the speaker is a leader in class.
4.	Interactive technologies eliminate the benefits of thoughts.	For some students, learning with a team using an interactive technology is a tool not to do the assignments.
5.	Students learn: think critically; solve complex problems based on the analysis of circumstances relevant information; evaluate alternative thoughts, make decisions; participate discussions communicate to other students.	If the teacher does not apply interactive technologies, the educational process won't be controlled.
6.	Interactive technologies develop communication skills and skills that help making contacts between students, provide realization of educational goal, teach to work in a team; listen to opinions of classmates.	It is necessary to remember that interactive educational technologies are those to provide the main idea of educational process - gaining knowledge on a specific issue of educational information.
7.	Interactive technologies take off nervous tension of students, provide the opportunity to change the form of activity and switch focus to the main questions of the lesson theme	

A model of interactive educational service is impossible without active position of all participants at each stage of the educational process By this technology, teacher ceases to be central figure and the carrier of knowledge. Teacher identifies questions, formulates tasks, acts as a consultant, allocates time limits, etc. Student takes a role of teacher's colleague who possesses independent thinking and acts as a source of knowledge [4]. Role-playing games, training, brainstorming techniques, etc. are used to implement interactive method of obtaining educational services. The above mentioned techniques allow students to be acquainted with the complex aspects of social behaviour, to form a culture of reflective thinking, to learn the ways of overcoming difficult situations, to implement search procedures, etc. In addition, the process of providing educational services involves the use of discussions, cases, simulation and business games and more.

Teachers started applying widely interactive educational technologies with the appearance of IT and Internet. Current situation demonstrates that most employers claim their employees to have practical experience in using these technologies. This factor causes a significant transformation of educational processes.

However, the teacher must perform the qualities of creative personality and tolerance should be the main feature of pedagogical activity. First, it involves subject-subject relations. Second, it provides a person-centred approach.

Tolerance in secondary education involves: cooperation, a spirit of partnership; willingness to accept other's opinion; respect of human dignity idea and the rights of others; accepting another personalities as they are; empathy; appreciate the right to be different; recognizing the equality of others; tolerance of others' thoughts, beliefs and behaviour; declining the dominance of harm and violence [9]. The teacher's tolerance can be considered with three aspects of his personality: 1) personality as a subject of educational process with tolerant qualities; 2) displaying tolerance in professional activity; 3) implementation of tolerance principles in pedagogical communication.

Tolerant teacher becomes an example for resemblance, assimilates and applies appropriate skills to communicate with students, arranges calm conflict resolution, stimulates creative approaches, respects the opinion of others and expresses clearly his own, provides constructive activity of the educational process. The difference between a tolerant and an intolerant teacher can be seen in Table 3 [6].

Table 3. Features of teacher tolerance

No	Tolerant teacher	Intolerant teacher
1.	Knows his own advantages and disadvantages	Notes more own advantages than disadvantages
2.	Critical to himself, he does not rush to blame others	Less critical, more often blames others for their own failures
3.	Substantial gap between "I-ideal" and "I-real"	"I-Perfect" and "I-Real" are practically the same
4.	Empathy is expressed sufficiently	Empathy is basically not expressed
5.	Teacher bears responsibility for what is happening	Trying to take responsibility for what is happening
6.	Recognizes the multidimensionality of the world, people, their positions and thoughts	The world is divided into black and white, people are good and bad
7.	The order is not of value to him and becomes secondary	Order is important to him in everything, especially significant social order
8.	Self-centred, seeks personal independence	Attempts to belong to public institutions
9.	Able to smile at himself, has a sense of humour	The sense of humour is poorly expressed
10.	Prefers a free democratic society	Prefers an authoritarian society with strong authority

Personally oriented approach in secondary education institutions means setting up: 1) conditions for participants of the educational process (students, teachers, managers); 2) effective (external) stimuli of social development; 3) introduction of modern pedagogical and psychological technologies of individual into the educational process, ensuring emotional comfort and social protection [4]. Secondary education institution implementing curricula faces organizational difficulties related to the heterogeneity of the contingent. Each student should have an individual "educational guide" that will allow to optimize educational process and efforts of the teaching staff.

Let's pay attention to the main differences between person-centred educational services and traditional ones, as shown in Table 4. Technology of tolerant communication is based on the ability of teacher to understand student mental state based on external expression, to adjust to it and announce as much positive as possible. Tolerant teacher behaviour algorithm requires: situation analysis; prompt search for possible behaviours; choice of the optimal method; organization of tolerant interaction [6, 7].

Educational discussion is also important among innovative learning technologies. Main feature of educational discussion is deliberate and well-organized exchange of ideas, thoughts, and judgments in the classroom for the sake of truth. Discussion is less efficient than presentation by the effectiveness of information transmission, but it is valuable for consolidating data, creative understanding of information under the study, and forming value orientations. Among the factors that contribute to deepening learning information during discussion, researchers include the following: each student is reviewing information available from other participants (sharing information); assumption of different, contrasting opinions and suggestions about the subject of discussion; possibility of criticism; motivating participants to seek group agreement in the form of a consensus or decision.

Table 4. Differences of a person-centred approach to providing Educational services

No	Traditional education	Person-centred approach
1.	Providing educational services is a process of personality assimilation of generalized, social experience caused by an external action. Every socially important thing becomes important to personality (Kliberg L. Problems in the Theory of learning. Moscow: Pedagogy, 1984. p. 25.)	Person-centred approach is providing educational services that ensure the development and self-development of the student's personality based on the identification of his individual characteristics as a subject of cognition and academic activity (New values of learning. Moscow: RFFIIPI, 1995. p. 55.)
2.	Selected understanding of a person obtaining educational services: "man - clay" - has no initial essence (a blank sheet) and is a basic material for pedagogical activity.	Selected understanding of someone who obtains educational services: "person - family" - has a genetic development program. Education as a development of potential qualities and abilities.
3.	Teacher is a core personality of educational process	Student is at the center of educational process.
4.	Education: Teaching + Learning: The teacher imparts knowledge; facilities and skills to the students, and students learn and recover them.	Education: collaborative activity of a student and a teacher, aimed at the individual self-realization of a student and development of his personal qualities in the process of learning. A person-centred approach more closely reflects the concept of "learning" than the concept of "study".
5.	Teaching is leading activity of the educational process.	Leading activity of educational process is activity of cognition.
6.	Personal difference of children is levelled in educational process, all children meet the only educational “bar” is Standard.	The difference in personal experience of children is maximally revealed in the educational process, and the focus here is on student personality.
7.	Public interests are placed above personal interests.	The highest level of personal dignity is recognized.
8.	Teacher, together with the textbook, is the main source of knowledge. Moreover, teacher is controlling authority of knowledge.	The role of teacher is to organize educational environment, where student independently obtains educational services, using their own potential and appropriate educational technology.

Didactic tasks of the discussion are related to the assignments: 1) concrete content plan; 2) organization of interaction in a group, class.

Primary tasks include recognition of contradictions and difficulties associated with the problem under discussion; updating previously acquired knowledge; creative review of their possible application and addition to a new context, etc.

Secondary tasks include dividing roles in teams; teamwork; consensus in discussing the problem and developing a common approach to it; compliance with special policies and procedures for collaborative research activity etc.

Choosing a topic for discussion is always a problem for teacher. He should use the following basic criteria *promptness* and *convenience* for educational process (relevance to the topic, importance and novelty, teacher's inclination to apply all this into the practice, sufficient student preparation, etc.).

As to the experience of discussions, a significant role is given to creation of the atmosphere of benevolence and respect for each participant in educational process. An important element of managing discussion process is its focusing on topics and participants orientation on the issues being discussed. Summing up the discussion, the following points should be emphasized: resume of the topic information; overview of the facts provided and summary of the discussion in details; reformulation; retelling temporary conclusions; debates analysis. Pedagogical value of a discussion is its analysis and evaluation by each participant.

Therefore, teacher should systematically use innovative educational technologies to train efficient, tolerant, competitive and active member of society in the conditions of secondary educational institution. We have considered only a small part of pedagogical technologies that make it possible to implement teacher's creative approach to educational process.

Conclusions.

Consequently today, scientists and practitioners attention is directed to the development of innovative teaching and educational technologies and their effectiveness, but training of pedagogical staff to use innovative teaching technologies is still insufficient. Low efficiency of teacher's preparation to his pedagogical activity prevents the improvement of education content.

The process of training teachers is related to the improvement of their professional skills and should comprise pedagogical activity that provide:

1) preparation for educational process and its specific design;
2) accomplishment and implementation of new projects in the educational process;
3) evaluation of the results and effectiveness of pedagogical activity.

Thus, teacher's innovative activity is manifested in social arrangement, its connection with social values, roles, norms and a culture. Innovations are essentially different in scale and focus on the person in different social processes. Today, the teacher has the freedom of choice for professional activity. Moreover, he has an open road to creativity. Innovative processes today can be divided into several cycles of training, education and development of secondary school students, namely: establishment, development and transformation. Each of the aspects contains regulatory support for innovative forms; purposeful practical modeling of educational projects; showing the willingness of teachers and leaders to participate in the implementation of the new. Innovative mechanisms of educational development conduct: setting up creative atmosphere, socio-cultural and relevant conditions for various innovations adoption and functioning.

Pedagogical activity of a teacher is reflected in the following aspects of the subject: systematizing mental image on the base of experience; teacher's needs; arrangements; emotions; goals and motives that determine the focus of pedagogical activity.

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