

NATURE AND ROLE OF INNOVATION IN THE EDUCATIONAL PROCESS

NELI DIMITROVA

ASSOCIATE PROFESSOR PhD
IN SHUMEN UNIVERSITY "KONSTANTIN BISHOP OF PRESLAV",
PEDAGOGICAL FACULTY,
DEPARTMENT "TECHNOLOGY STUDY AND VOCATIONAL EDUCATION"

BULGARIA
DIMITROVA.NELLY@GMAIL.COM

ABSTRACT: THIS SCIENTIFIC WORK PRESENTS GENERAL CHARACTERISTICS OF INNOVATION, AIMS TO REVEAL THE NATURE AND THEIR ROLE IN THE EDUCATIONAL PROCESS. THIS IS ACHIEVED BY ATTEMPTING TO DEFINE THE STAGES OF IMPLEMENTATION OF INNOVATION IN TEACHING PRACTICE. DESCRIBED ARE THE CRITERIA FOR APPLICABILITY IN THE LEARNING PROCESS WITH THEIR RESPECTIVE INDICATORS. AND LAST BUT NOT LEAST ARE THE PROMINENT ADVANTAGES OF THE INTRODUCTION OF INNOVATIONS IN THE EDUCATIONAL PROCESS AS A FACT TO IMPROVE THE QUALITY OF EDUCATION TODAY AND TOMORROW'S POTENTIAL FOR CREATIVITY.

KEY WORDS: INNOVATION, EDUCATION, EDUCATIONAL PROCESS

MODERN living conditions require rapid adaptation towards the society, which requires higher qualifications. This can only be achieved through a change in the educational system; introduction of new methods and techniques of teaching. These new ways of educating the younger generations are defined as the **innovative techniques and technologies**. From this stems the interest in theory in recent years to innovation, expressed through a number of publications. However, in the literature the problem of "*innovation*" is not fully developed. Different authors interpret it in different ways. This shows the need to clarify the nature of innovation.

THEREFORE the objective of this research work is *to reveal the nature and role of innovation in education*.

CONFIRMATION of achieving this objective is the announcement of the 2009 EU year of *innovation and creativity*. "The aim of the Year is to promote creative and innovative approaches in different sectors of human activity, and to better equip the European Union for the challenges ahead in a globalized world" ([http 1](http://ec.europa.eu)).

THE term "innovation" appears for the first time in the research culture of the XIX century, choosing to introduce some elements of national culture to another. Early in the century began to explore the patterns of technological innovations (Bezdudnyiy F., 1998).

THE founder of the theory of innovation is considered J. Schumpeter in his "Theory of Economic Development", published in 1912, he first described a new combination (innovation) business for profit (Schumpeter J., 1982)

IN English literature the terminology of "innovation" is synonymous with innovation. The term "innovation" is defined by three points:

- *THE FIRST point* is the novelty associated with unconventional approaches to business.
- *THE SECOND perspective*, innovation is seen as a process of creating new products, technologies and innovations in the organization, economy and production management.
- *THE THIRD perspective* - innovation as the introduction of new products, components, approaches, qualitatively different from those used so far.

BROADLY speaking, the term "innovation" means a new way of doing something that could lead to radical and revolutionary changes in thinking, products, processes or organizations.

AT present, both in the world and in our country make significant changes in the national policy on education. One of the goals of modern education is the manifestation of all participants in the educational process, allowing them to work. Solving these problems is impossible without application of variation of the educational process, so that there are different types of innovative educational activities that require deep scientific and practical thinking. This is related to the shift from the traditional way of education to education subject to the creative potential of both the teacher and students.

IN the field of education at this stage pay much attention to the implementation of innovation. This is due to fundamental changes in the economic, political and spiritual life of society who are subject to the education system. Greatest successes achieved in the field of educational content and educational technology.

INNOVATION is aimed at changing existing forms and methods of training in the implementation of new basic educational goals and their implementation.

Innovation in education is related to the creation of conditions for the development of potential participants in the educational process (the personality of the teacher and the pupil's personality) as required by the public.

IN pedagogical science, the term "innovation" means purposeful educational activities based on an understanding of their own experiences teaching with the help of comparison and study leading to the change and development of the educational process.

ACCORDING memorandum the European Union "The relationship between skills and innovation is dynamic: the relationship between people and their skills and knowledge help drive innovation, which in turn contributes to changing demand for skills in both the public and business to business . Innovation processes are becoming increasingly networked, multidisciplinary and problem-oriented, increasing demand for basic skills such as learning to learn and the ability to interact effectively with others. Hence is the importance of recognizing competences as "knowledge, skills and attitudes.

AMONG the key attributes that underpin creativity and capacity for innovation is motivation and initiative. Increasing pressure to develop creative, innovative and critical skills implies that traditional teaching approaches based on direct instruction or lecturing are no longer adequate. They are being replaced by models in which attention is more focused on the learner, and are based on active participation in the process of reflection and interpretation. Learning is achieved together with others, creatively changing social practices and habits. An

organizational culture that promotes openness and creativity is a vital precondition for successful learning and innovation "(Bruxelles, 2008).

IN pedagogical practice can be categorized into three main phases of application innovation, as shown in Figure 1.

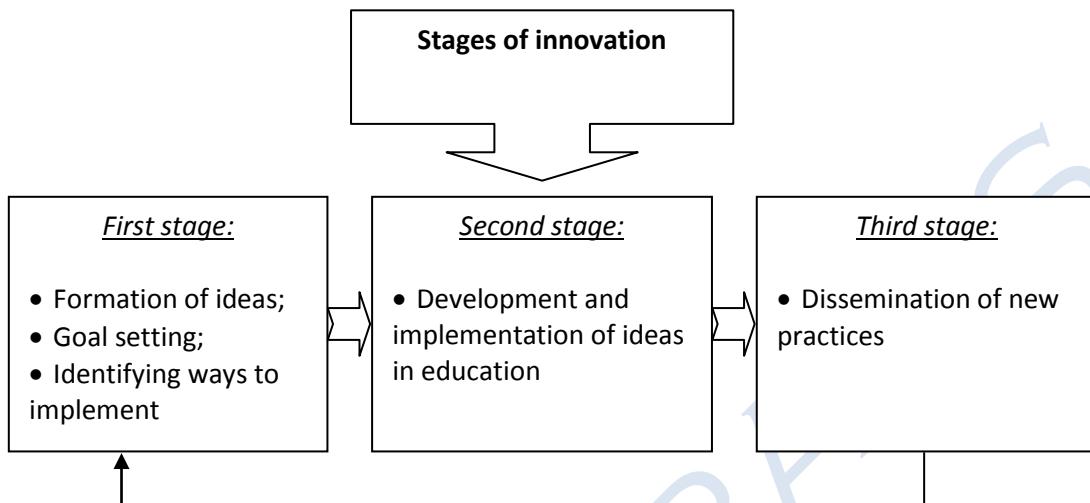


Fig. 1 Application of innovation in teaching practice

IN Table 1 describes the criteria and indicators for the implementation of innovations that promote the work of the teacher.

Table 1:
Criteria and indicators for the applicability of innovation in the learning process

Criterias	Indicators
Novelty	- Implementation of new theoretical or practical activity
Educational value	- Impact on the development of the educational system as a whole - The relevance of social and cultural condition for the development of society
Outright	- The degree of originality, combining well-known content, presented in a different (non-standard) way;
Feasibility	- Application in different situations by different trainers
How to apply	- Spontaneous - Pre-planned - Random
Width and depth of the activities	- Partiality, massiveness or globality - Strategic, systemic, radical, fundamental, significant
Site of administration in the educational process	- Content of training - Technology in learning and teaching - Organization of the educational process - System and management of the educational environment

INNOVATION in education suggest interactive learning, which is close interaction between people in the process of their interaction. Thus creating conditions for increasing the internal and external activities of the student in the learning process. This in turn determines the **benefits of innovation**, namely:

- *Using their motivating students to learn in different situations*, realize the meaning of their work and effort.
- *Teaching is good and is not perceived as a difficult activity*. Thus ensure high educational attainment
- Innovation enable training to become *a kind of game* – learning through play stimulates thinking triggers emotions and imagination of the students. Thus were born images that the mind accepts easier, but knowledge is available as a personal experience.
- Innovation orient the student *learning experience*. Through direct implementation of the various activities that provide direct participation of students in learning is learning through experience. So the knowledge becomes available to the individual consciousness of the student.
- *The implementation of the different roles* that require innovation in education leading to a continuous contact with students and stimulate and improve efficiency in the training group – students must take a direct part to competition and self-assessment.

IN one study (J. Artamonov, 2007) for children who attend schools with a truly innovative ways of education have a higher level of development in different indicators than children in traditional schools. Yu. Artamonova defended the hypothesis of his research that if the education system all schools become innovative, it will dramatically improve the quality of education.

ACCORDING to UNESCO twenty-first century must become the century of education. The focus should be primarily on the quality of education. And this can only be achieved by introducing drastic changes in the way teaching and learning. Today's children are surrounded with a lot of information as used in everyday life varied techniques, their interest and their school became uninteresting. The only way to return students' interest in learning is by implement various innovations in the educational process, students get active to perform activities such as direct participants rather than indirectly they learn curriculum.

IN conclusion it can be said that innovation in education are interesting and help bring variety to awaken emotions in students. The answers to the questions come from the students themselves. They learn to izlushvate to respect any opinion yourself to summarize information and to apply as appropriate. Organizes teacher training only, not presents information ready. So incite students thinking and decision making. In the application of innovation in teaching learning process not only diversify, but also accelerating. This facilitates the process of understanding and learning.

INNOVATION is the most direct route to the integration of education, science and production, adequate knowledge economy. At the same time, innovation in all aspects: organizational, methodological and applied - are the main tools to improve the quality of education. This is why educational institutions should pay more attention to the challenges and prospects of the XXI century, the EU seeks to develop, ie potential for work tomorrow.

REFERENCES

1. **ARTAMONOVА, YU., 2007:** Vyipusknaya kvalifikatsionnaya rabota na temu: "Inovatsionnyie protsesyi v obrazovanii."
2. **BEZDUDNYI, F., 1998 G. A. AND SMIRNOVA, O. D. NECHAEVA:** Sushtnosty ponyatiya inovatsiq i ego klasifikatsia // Inovatsii. №2.-3. p. 4.
3. **SCHUMPETER, I., 1982:** Teoriya ekonomicheskogo razvitiya. - M.: Progres, p. 169-170.
4. **BRUXELLES, 2008:** COMMISSION OF THE EUROPEAN COMMUNITIES. EXPLANATORY MEMORANDUM. EUROPEAN YEAR OF CREATIVITY AND INNOVATION (2009 YEAR) BRUXELLES, 28.3.2008
5. **CHAKRAVORTI, B., 2003:** The Slow Pace of Fast Change: Bringing Innovations to Market in a Connected World. BOSTON, MA: HARVARD BUSINESS SCHOOL PRESS.
6. **CHESBROUGH, H., 2003:** Open Innovation: The New Imperative for Creating and Profiting from Technology. BOSTON, MA: HARVARD BUSINESS SCHOOL PRESS.. ISBN 1—57851—837—7.
7. **ETTLIE, JOHN, 2006:** Managing Innovation, Second Edition. BUTTERWORTH-HEINEMAN, AN IMPRINT OF ELSEVIER.
8. **FAGERBERG, JAN, 2004:** "Innovation: A Guide to the Literature". IN FAGERBERG, JAN, DAVID C. MOWERY AND RICHARD R. NELSON. THE OXFORD HANDBOOK OF INNOVATIONS. OXFORD UNIVERSITY PRESS. PP. 1—26.
9. **VENERIS, YANNIS, 1990:** "Modeling the transition from the Industrial to the Informational Revolution". ENVIRONMENT AND PLANNING A 22 (3): 399—416. DOI:10.1068/A220399.
10. **CHRISTENSEN, CLAYTON ,2002:** "The Rules of Innovation". TECHNOLOGY REVIEW 105 (5): 32—38.
11. [HTTP 1: HTTP://WWW.CREATE2009.EUROPA.EU](HTTP://WWW.CREATE2009.EUROPA.EU)