WAYS TO APPLY INNOVATIONS IN PEDAGOGICAL ACTIVITIES AND IMPROVE THE QUALITY OF EDUCATION

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Received: 07.10.2025
Revised: 08.10.2025
Accepted: 09.10.2025

Keywords:
innovation, pedagogical activity, quality of education, modern technologies, interactive methods, educational process, information and communication technologies, educational efficiency, modernization, innovative approach.

Abstract. This article covers theoretical and practical aspects of the application of innovative technologies in pedagogical activity. It analyzes effective methods of applying modern technologies to the educational process, the importance of interactive communication between a teacher and a student, as well as the possibilities of improving the quality of education through innovation. The article also talks about the advanced experiences of the pedagogical process, the development of students ' ability to think independently and didactic benefits of the use of information and communication technologies. The results of the study show effective ways to modernize the educational system by introducing innovative approaches.

Introduction. The importance of innovative technologies in improving the development and efficiency of the educational system in the current period is incomparable. Globalization, digital transformation and the rapid progress of Information Technology are calling for the introduction of new approaches in the pedagogical process. Therefore, it is necessary that the activities of the teacher are not limited only to the provision of knowledge, but are aimed at the formation of independent thinking, creative approach and critical thinking in students.

Innovative pedagogical technologies are a complex of tools that serve to improve the educational process, strengthen the motivation of students to acquire knowledge and to formulate their knowledge, skills and qualifications at the level of modern requirements. The implementation of such technologies in practice provides a wide opportunity to renew the activities of the teacher, increase the quality

indicators of the educational process in educational institutions and comprehensively develop the personality of the student.

Today, the most important and supreme goal before us is to nurture the younger generation as competent specialists with knowledge, skills, and qualifications. In this regard, every educator must utilize innovative pedagogical technologies in the teaching process. This is because modern education cannot be imagined without innovation. The term “innovation” is derived from the English word "innovation," which means “to introduce something new.” In essence, innovation is an activity aimed at changing the internal structure of an existing system. It encompasses the following key aspects: new ideas, goals aimed at changing the direction of activity, unconventional approaches, advanced initiatives, and effective working methods.

Educational Innovations refer to a set of technologies and methods aimed at solving problems in the educational process through a new approach. Compared to traditional methods, they guarantee significantly more effective results. Educational innovations are also referred to as “innovative education.” This concept was first introduced in 1979 at a meeting of the Club of Rome.

Scientific classification of innovations is of great importance for their effective implementation, evaluation, and strategic planning. In particular, to properly integrate innovative approaches into the education system, it is necessary to classify them based on their field of activity, scale, nature of change, and source of origin.

Firstly, according to the field of activity, innovations are divided into two main types: **Innovations related to the pedagogical process** – these include new teaching methods, didactic tools, interactive techniques, and innovations aimed at improving communication between students and teachers.

Innovations related to the management of the education system – these are aimed at planning education, monitoring, implementing digital management systems, and optimizing administrative activities.

Secondly, based on the nature of change, innovations can be:

Radical innovations – which fundamentally change the existing system and introduce entirely new approaches.

Modified innovations – aimed at increasing efficiency by making partial changes to existing models.

Combined innovations – consist of the integration of several approaches and tools, offering complex and multifunctional solutions.

Thirdly, based on their scope, innovations are divided into:

Local (sectoral) innovations – introduced within a specific educational institution.

Modular innovations – applied to a particular component of the education system (e.g., curriculum, assessment system). **System-wide innovations** – comprehensive approaches implemented at the national education policy level across the entire education system.

Finally, by their source of origin, innovations can be: **Internal (local)** – developed directly by a team of educators based on their own experience. **External (adopted)** – borrowed and adapted from other systems or international practices to fit local conditions.

Thus, classifying innovations according to the above categories allows for their targeted implementation, efficiency analysis, and conscious integration into pedagogical practice. Innovations differ from ordinary novelties in that they possess dynamic systems that can be managed and controlled.

To properly understand **pedagogical innovative technologies**, it is first important to focus on the term **"pedagogical technology."** This concept was first introduced into academic discourse in 1872 and is derived from the Greek words *"techne"* (art, skill) and *"logos"* (science). That is, **pedagogical technology** is the art of organizing the educational process on a scientific basis.

Pedagogical technology is a scientifically grounded model for organizing the educational process in a systematic and efficient manner. It consists of three main components:

Conceptual foundation – This forms the theoretical basis of pedagogical technology. It determines the overall direction of the technology based on educational ideas, methodological approaches, and psychological and didactic principles.

Educational content – This component is developed based on curricula, instructional materials, and defined educational goals. It serves to enhance students' knowledge, skills, and competencies.

Technological process – This involves planning the educational process, organizing it effectively, managing teacher and student activities, and carrying out control and analysis stages. In this phase, interactive methods, information technologies, and evaluation criteria are used to enhance the effectiveness of teaching.

Thus, pedagogical technology fulfills its function through the integration of these three main components and contributes to ensuring the quality of education.

Each pedagogical technology is based on a specific scientific idea. It encompasses philosophical, psychological, didactic, and socio-pedagogical principles. Through these technologies, values such as humanism, critical thinking, and patriotism are fostered during the educational process. It is worth noting that the ongoing reforms in the education system – including the Law "On Education" adopted on September 23, 2020, and other normative documents – aim to strengthen modern pedagogical approaches.

Modern lessons are sessions based on interactive methods that stimulate student interest, enhance their knowledge, and develop their thinking abilities. During lessons, students engage in scientific inquiry, think independently, and learn to collaborate in groups.

In conclusion, improving the quality of education today requires a deep understanding of innovative pedagogical technologies, their application in practice, and adaptation to pedagogical activity. This enhances teachers' professional competence and helps students acquire knowledge, skills, and qualifications in line with modern demands.

In today's era of globalization and digital transformation, it is essential to fundamentally reform the education system and enrich it with innovative technologies. In particular, organizing the educational process on a scientific basis and implementing effective pedagogical tools that link teacher and student activities has become a pressing issue.

In modern education, teaching technologies based on **pedagogical interaction and collaboration between teacher and student** are of great importance. In these processes, the use of modern didactic materials, interactive methods, and information and communication tools has become a necessity. This plays a crucial role in shaping knowledge, skills, and competencies through the renewal of the quality, content, and methodology of the educational process.

Pedagogical technology is a scientifically grounded design of the educational process that encompasses a set of necessary tools, methods, forms, and conditions aimed at achieving a specific goal. Its primary task is to effectively integrate the teacher's activity, the educational content, and the technological process. This concept not only refers to a technical process but also serves the development of the learner's personality, activeness, independence, and creativity.

The components of pedagogical technology include: **Conceptual basis** – the theoretical foundation of pedagogical technology, built on educational ideas, scientific approaches, and methodological principles. It defines the goals, direction, and philosophical-psychological basis of the educational process.

Content structure – formed on the basis of curricula, textbooks, methodological guides, subject content, and learning materials. At this stage, the specific goals and content orientation of education are defined.

Technological process – includes planning, organizing, managing, assessing, and analyzing educational activities. In this process, the activities of the teacher and student are coordinated, interactive methods are applied, and the effectiveness of learning outcomes is evaluated.

Each of these components plays a vital role in enhancing the effectiveness of education. In this context, **pedagogical mastery** is closely linked to the teacher's scientific-methodological knowledge, ability to apply innovative approaches, and skills in adapting to pedagogical situations. **Pedagogical communication** involves effective interaction with students, creating a positive psychological environment, applying individual approaches, and focusing on the learner's personality in extracurricular activities.

Among the pedagogical approaches used in modern education, the following stand out:

Verbal-visual approach – involves providing knowledge through the teacher's oral explanations and visual aids. This method relies on memorization and recall and is close to traditional methods. However, its main drawback is that it does not sufficiently develop students' independent thinking and creativity.

Research-creative approach – focuses on acquiring new knowledge through problem situations, exploration, experimentation, and creativity. In this approach, the teacher acts as a facilitator, while the student actively engages, analyzes, and makes decisions.

Systematic approach – involves studying each pedagogical phenomenon as a complete system, identifying its components and interrelations. It allows for organizing, analyzing, and managing education on a methodological basis.

Technological approach – a results-oriented process based on precise planning, identifying tools, selecting educational materials, and using assessment criteria. In this approach, the intended pedagogical product—namely, the student's competence—is developed according to a predefined plan. In organizing the educational process on a technological basis, it is essential to carry out planning, select methodological tools, conduct step-by-step monitoring, and evaluate final outcomes. The following practical sequence is applied in this regard.

To organize the educational process effectively, the implementation of pedagogical technology involves a series of staged practical actions. First, necessary

information related to the subject is collected and systematized, including topic-related materials, theoretical sources, and best practices. Then, based on the learning objectives, the collected materials are analyzed to determine their content, relevance, and pedagogical value. In the next stage, didactic tools appropriate to the educational content are selected and adapted according to students' age, level of preparedness, and the subject being studied.

After that, the stages of applying pedagogical technology are determined — that is, the sequence in which the teaching process will be conducted is planned. To facilitate this, methodological guidelines are developed that clarify the roles, tools, and activities of both teachers and students.

At the final stage, students' knowledge levels are monitored, their mastery is assessed based on evaluation criteria, and the effectiveness of teaching is analyzed. These successive steps form the foundation for the consistent and scientifically grounded implementation of pedagogical technology.

In such a system, managing the educational process depends on the teacher's professional competence, methodological approach, and technological literacy. Management includes not only control and evaluation, but also the creation of favorable conditions, individualization of the pedagogical process, and ensuring motivation.

In conclusion, integrating pedagogical technologies with advanced scientific approaches in modern education significantly improves quality indicators of the teaching process. Today, the main expected outcome of education is not only for students to acquire knowledge, but to be able to analyze that knowledge independently, apply it in practice, think creatively, and solve problems. Forming such individuals is only possible through advanced and innovative pedagogical technologies.

Successfully implementing pedagogical technologies is not just about updating teaching tools, but also about deeply understanding the philosophy of education,

considering each student's individual characteristics, and creating a pedagogical environment that helps them realize their abilities.

Modern lessons rely on information and communication technologies, interactive methods, and cooperative teaching strategies, shaping the student as an active subject of the learning process. In this context, the teacher's role and responsibility increase. The teacher becomes not just a transmitter of knowledge but also a motivator, manager, facilitator, and collaborator who guides student activity.

Therefore, a teacher must be a person who has deeply mastered modern technologies, is digitally literate, constantly works on self-development, and continually enhances their professional capacity. Moreover, in the process of applying pedagogical technologies, criteria such as systematicity, step-by-step implementation, effectiveness, and analytical approach are crucial. The successful application of innovative technologies in education also largely depends on the presence of an environment of openness, creativity, and collaboration within the educational institution. Additionally, the improvement of the legal and regulatory framework provided by the state, the generalization and dissemination of best practices contribute to positive results in this area.

Conclusion. Thus, by harmonizing pedagogical technologies with the requirements of modern education, it is possible to create an innovative and high-quality educational environment that fosters the comprehensive development of all participants in the learning process. This, in turn, becomes one of the main guarantees for raising a competitive, independent-thinking, and socially active generation in the future.

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