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Innovative Educational Processes: An Analytical Review of Electronic Teaching for the Humanities

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Abstract: At present, in our country there are significant changes in the national education policy. This is due to the transition to the positions of personal-oriented pedagogy. One of the tasks of the modern school is the disclosure of the potential of all participants in the pedagogical process, the provision of opportunities for them to display creative abilities. The solution of these tasks is impossible without the implementation of the variability of educational processes, in connection with which there are various innovative types and types of educational institutions that require profound scientific and practical understanding. The modern school of education is the result of huge changes that have occurred in the system of national education in recent years. In this sense, education is not just part of the social life of society but its avant-garde: hardly any other of its subsystem can justify the fact of its progressive development with such an abundance of innovations and experiments.

INTRODUCTION

The change in the role of education in society determined most of the innovation processes[1]. "From the socially passive, routinized, occurring in traditional social institutions, education becomes active. The educational potential of both social institutions and the personality is being updated". Formerly, unconditional educational guidelines were the formation of knowledge, skills, information and social skills (qualities) that provide "readiness for life" which in turn is understood as the ability to adapt the personality to social circumstances. Now, education increasingly focuses on the creation of such technologies and ways of influencing the individual, in which a balance is ensured between social and individual needs and which by launching the mechanism of self-development (self-improvement, self-education), ensure the individual's readiness to realize his own individuality and society's changes. Many educational institutions began to introduce some new elements into their activities but the practice of transformation faced a serious contradiction between the existing need for rapid development and the inability of teachers to do this. To learn how to competently develop the school, you need to freely navigate in such terms as "new", "innovation", "innovation", "innovation process" which are not so simple and unambiguous as it may seem at first glance[2-4].

The search for the solution of pedagogical problems of innovation is connected with the analysis of the existing results of the study of the essence, structure, classification and features of the course of innovative processes in the sphere of education[5].

The term "innovation" in Latin means "renewal, innovation or change". This concept first appeared in studies in the XIX century and meant the introduction of some elements of one culture into another. At the beginning of the 20th century, a new field of knowledge arose, innovation-the science of innovations within which the laws of technical innovations in the sphere of material production began to be studied. Pedagogical innovation processes have become the subject of special study in the West from about the 50s and the last twenty years in our country. For example, innovations in the Russian educational system began to be discussed in the 80s of the 20th century. It was at this time in pedagogy that the problem of innovation and, consequently, its conceptual support became the subject of special research. The terms "innovations in education" and "pedagogical innovations", used as synonyms were scientifically substantiated and introduced into the categorial apparatus of pedagogy[6, 7].

Pedagogical innovation is an innovation in pedagogical activity, changes in the content and technology of teaching and upbringing, aimed at increasing their effectiveness. Thus, the innovation process consists in the formation and development of the content and organization of the new. In general, the innovative process is understood as a complex activity for the creation (birth, development), development, use and dissemination of innovations. In the scientific literature, the concepts of "innovation" and "innovation" are distinguished[8].

So, innovation is a means (a new method, methodology, technology, program, etc.) and innovation is the process of mastering this tool. Innovation is a purposeful change that introduces into the environment new stable elements that cause the transition of the system from one state to another. Also it is necessary to distinguish such concepts as "innovation" and "reform". Reform-change in the terms of the beginning of training, change in the terms of the beginning of training, increase in funding, changes in the equipment of educational institutions, changes in the duration of training, raising the status of education, new sanitary and hygienic requirements, changes in the structure of the education system[9].

Innovation-changes in the internal organizational activities of the school, changes in the content of education, changes in teaching methods, changes in the "Teacher-Apprentice" relationship. Innovation in such an examination is understood as the result of innovation and the innovation process is considered as the development of three main stages: the generation of ideas (in a certain case, scientific discovery), the development of ideas in an applied aspect and the implementation of innovation in practice[10]. In this regard, the innovation process can be considered as the process of bringing the scientific idea to the stage of practical use and the implementation of related changes in the social and pedagogical environment. The activity that ensures the transformation of ideas into innovation and forms the system of management of this process is an innovative activity. There is another characteristic of the stages of development of the innovation process. It distinguishes the following actions:

- Determination of the need for changes
- Gathering information and analyzing the situation
- preliminary choice or independent development of innovation
- Making decisions on implementation (development)
- Actual implementation itself, including trial use of innovation
- Institutionalization or continued use of innovation, in the process of which it becomes an element of everyday practice[11]

The totality of all these stages forms a single innovation cycle. Innovations in education are considered innovations, specially designed, developed or accidentally discovered as a pedagogical initiative. As the content of innovation can act: scientific and theoretical knowledge of a certain novelty, new effective educational technology, executed in the form of a technological description of a project of effective innovative pedagogical experience, ready for implementation. Innovations are new qualitative conditions of the teaching and upbringing process that are formed when introducing the achievements of the pedagogical and psychological sciences into practice, using advanced pedagogical experience[12].

Innovations are developed and conducted not by public authorities but by workers and organizations of the education and science system. There are different types of innovation, depending on the sign by which they are shared[13].

MATERIALS AND METHODS

By source of occurrence:

- O external (outside the educational system)
- O internal (developed within the educational system)

By the scale of use:

- Single
- Diffuse

Table 1: The basic of the traditional education system

Innovation	Description
Zero-order	It is almost the regeneration of the original properties of the system (the reproduction of the traditional educational system or its element)
First-order	Characterized by quantitative changes in the system with a constant quality second-order innovationsrepresent a rearrangement of the elements of the system and organizational changes (for example, a new combination of known pedagogical tools, changing the sequence, rules for their use, etc.)
Third-order	Adaptive changes in the educational system in new conditions without going beyond the old model of education
Fourth-order	Contain a new version of the solution (this is most often the simplest qualitative changes in individual components of the educational system, providing some expansion of its functionality)
Fifth-order	Initiate the creation of educational systems of a "new generation" (changing all or most of the original properties of the system)
Sixth-order	As a result of the implementation, educational systems of a "new kind" are created with a qualitative change in the functional properties of the system while maintaining the system-forming functional principle
Seventh-order	Represent a higher, fundamental change in educational systems, in the course of which the basic functional principle of the system changes. So there is a "new kind" of educational (pedagogical) systems

Table 2: On understanding before introducing innovations

Random	Useful	Systematical
Innovations are far-fetched and introduced from the outside, not stemming from the logic of the development of the educational system. Most often they are introduced by order of the higher leadership and doomed to failure	Innovations corresponding to the mission of the educational institution but unprepared, with indefinite goals and criteria that are not integral with the school system	Innovations derived from the problem field with clearly defined goals and objectives. They and teachers and are of a continuity with tradition. They are carefully prepared, expertized and provided with the necessary tools (personnel, material, scientific and methodological)

Depending on the functionality:

- Innovation-conditions-ensure an effective educational process (new content of education, innovative educational environments, socio-cultural conditions, etc.)
- Innovations-products-pedagogical means, technological educational projects, etc.
- Organizational and managerial innovations-qualitatively new solutions in the structure of educational systems and management procedures that ensure their functioning (Table 1 and 2)

On the basis of the intensity of the innovation change or the level of innovation: Based on the above, we can formulate the basic pattern of innovation design: the higher the level of innovation, the greater the requirements for scientifically-based management of the innovation process. To fully and accurately represent the specifics of the innovation processes taking place in the modern Russian educational space, two types of educational and training institutions can be distinguished in the education system: traditional and developing ones. Traditional systems are characterized by stable functioning, aimed at maintaining a once-established order. For developing systems, the search mode is characteristic[14].

For example, in the Russian developing educational systems, innovation processes are implemented in the following areas: the formation of a new content of education, the development and implementation of new pedagogical technologies, the creation of new types of educational institutions. In addition, the pedagogical team of a number of Russian educational institutions is engaged in the introduction into practice of innovations that have already become the history of pedagogical thought. For example, alternative educational systems of the early twentieth century, M. Montessori, R. Steiner, etc.

The development of the school can`t be realized otherwise than through the development of innovations, through the innovation process. In order to effectively manage this process, it must be understood and therefore, to know. The latter involves the study of its structure or as they say in science, structures. Any process (especially when it comes to education, and even about its development) is a complex dynamic (mobile, non-static) education-a system. The latter is poly structural and therefore, the innovation process itself (like any other system) is poly structural[15].

The activity structure is a combination of the following components: motives-goal-tasks-content-forms-methods-results. Indeed, everything starts with the motives (incentives) of the subjects of the innovation process (directors, teachers, students, etc.), determining the goals of innovation, converting goals into a "fan" of tasks, developing the content of innovation, etc. Let's not forget that all these components of activity are realized under certain conditions (material, financial, hygienic, moral-psychological, time, etc.) which as is known, do not enter into the structure of activity but if ignored, the innovation process would be paralyzed or ineffective.

The subject structure includes the innovative activity of all subjects of school development: the director, his deputies, teachers, scientists, students, parents, sponsors, methodologists, university teachers, consultants, experts, educators, attestation service, etc. This structure takes into account the functional and role ratio all participants of each of the stages of the innovation process. It also reflects the relationship of participants in the planned

private innovations. It is enough for the director now to write in the column the functions of each of the named entities and arrange them in order of importance of the roles performed in the innovation process as instantly significant, this structure will become noticeable[16].

The level structure reflects the interconnected innovation activity of the subjects at the international, federal, regional, district (city) and school levels. It is obvious that the innovation process in the school is affected (both positive and negative) by innovation activities of higher levels. In order for this influence to be only positive, special activities of managers are needed to harmonize the content of innovation, innovation policy at each level. In addition, we draw the attention of managers to the fact that the management of the development process of a particular school requires consideration of it on at least five levels: individual, small group level, the level of the whole school, district and regional levels[17].

The content structure of the innovation process presupposes the birth, development and mastering of innovations in teaching, educational work, the organization of the educational process, the management of the school, etc. In turn, each component of this structure has its complex structure. So, the innovative process in teaching can involve innovations in methods, forms, methods, means (that is in technology), in the content of education or in its purposes, conditions, etc.

The peculiarity of the innovation process is its cyclical nature which is expressed in the following structure of the stages that each innovation undergoes: the emergence (start)-rapid growth (in the fight against opponents, rutiniers, conservatives, skeptics)-maturity-mastering-diffusion (penetration, diffusion) saturation (mastering many people, penetrating into all links, sections, parts of educational and managerial processes)-routineization (meaning a fairly long use of innovation-as a result ate that for many people it is becoming commonplace, standard)-a crisis (i.e., the exhaustion of opportunities to use it in new areas)-finish (innovation ceases to be so, or is replaced by another, more effective or is absorbed more overall system efficiency)[18].

Some innovations go through another stage, called irradiation when with routinization, innovation does not disappear as such but is modernized and reproduced, often giving an even more powerful influence on the development of the school. For example, the technology of programmed learning before and after the widespread distribution of computers in schools (now virtually every school has computer classes and in most of them with access to the internet)[19].

Specialist in the field of pedagogical innovation, academician V. Zagvyazinsky who has studied, in particular, the life cycles of different innovation processes, notes that very often, having received positive results from mastering innovation, teachers unreasonably seek to universalize it, extend it to all areas of pedagogical practice that often results in failure and leads to frustration, cooling to innovation[20].

One can also designate one more structure (very close to the one just described). This is the structure of the genesis of innovations, taken from the theory of innovations in the sphere of material production. But if the reader has a sufficiently developed imagination that can be easily transferred to the innovative processes in the school: the emergence-the development of the idea-the design (what is on paper)-the making (that is mastering in practical work)-the use of other people[21].

Knowledge of all structures is necessary for the director also because it is the innovative process that is the object of management in a developing school and the leader must thoroughly know the object he will manage. All the above structures are organically interwoven with each other not only by horizontal but also by vertical links, and moreover: every component of any structure of the innovation process is realized in the components of other structures that is this process is systemic[22].

The leader of any school and even more so that it goes into the development mode, i.e., educational institution in which the innovative process is organized is obliged to carry out all the transformations on an impeccable legal basis. The legal norm is an important and necessary instrument of management activity. Of course, any rule-legal, administrative, departmental, moral -limits freedom. But the freedom of action of a modern leader presupposes, first of all, his high legal culture. Without normative regulation, normal school activities are impossible. The reliance on law and morality in a school that implements innovations is one of the most important conditions for ensuring the safety of children and teachers. The innovative activity of the school uses documents of various levels-from acts of international law, federal laws to decisions of local authorities, decisions of municipal and regional educational authorities, management bodies and officials of the school itself[23].

The meaning, content and application of any normative and legal acts are primarily determined by the rights and freedoms of man and citizen, established by the Constitution of the Russian Federation. Pedagogical innovations should promote the fullest implementation of the right to education of the Constitution of the Russian Federation. Article 43, p.13., the right of everyone to freely dispose of their abilities to work, choose the kind of activity, profession the Constitution of the Russian Federation. Article 37, p.12., other rights and freedoms, disclosed in Chapter 2 of the first section of the Constitution of the Russian Federation. The priority of international and federal norms over regional, local, departmental and intraschool norms is obvious[24].

The federal legislation establishes that generally accepted international norms pertaining to human rights have an advantage over the laws of the Russian Federation and directly generate rights and duties of Russian citizens. Today, in the conditions of the increased independence of the school, its leader gets the opportunity to rely directly on the norms of the law, including the international one. This type of management practice is in itself innovative. The Convention on the Rights of the Child, adopted by the 44th session of the General Assembly of the United Nations on December 5, 1989, provides ample opportunities for updating school education[25].

School innovations always affect the interests of the population, working conditions and employment of teachers. Some schools depart from the traditional construction of the academic year: they change the terms of studying courses, examinations, allocate days and even weeks for independent studies, transfer, sometimes extend the vacation time. The same coordination requires other innovations: the introduction of new profile courses; reduction of time for studying individual subjects and their integration; differentiation of education; changes in the conditions of enrollment; the creation of elite educational institutions and other new types and types of schools.

The state educational standards are called the guarantee of the right to education. A single component of state standards is the federal component of educational programs. Competent management of innovation implies the ability of the head of the school to ensure the quality performance of the federal component by each teacher. Failure to comply with the minimum requirements for curricula threatens to rupture, destabilize the unified educational space of Russia, violate continuity in the development of intellectual potential as a condition of national security, loss of equivalence of documents issued to school leavers[26].

Schools use various versions of curricula approved by the Ministry of Education of the Russian Federation. But with any choice, the head of the school is obliged to ensure the study of the subjects of study is not smaller than that provided by the invariant part of the approximate basic curriculum. Currently, psychology is taught in almost all universities, colleges and secondary schools as well as various short-term professional courses of retraining, faculties of advanced training, in the system after graduation. Despite the significant differences in the volume and depth of the courses studied, in the specific focus of their content for the training of various specialists, it is equally necessary for all teachers of psychology to possess one of the methods of teaching it. The methodology of teaching psychology is the science of psychology as an educational subject and regularities in the learning process of different age groups[27].

Diverse ideas about the subject of the methodology of teaching psychology: Its subject is the teaching of psychology, understood as a management process, carried out by the teacher who uses a number of auxiliary tools: textbooks, visual aids, etc. Training the same psychology is the training of psychological activity. The methodology has its object of psychological education, teaching the basics of psychological science and the inseparably associated with it the upbringing of the younger generation. The methodology of teaching psychology is the science of psychology as an educational subject and regularities of the learning process of different age groups. The subject of didactic psychology is psychological education, including education and related education as well as its problems and development prospects while noting that the subject of didactic psychology is the process and result of mastering the subject program knowledge, skills and habits. Methodology-a section of pedagogy, i.e., scientists, consider the subject of the methodology, including education, education and upbringing and sometimes limiting it to a combination of means and methods of assimilating the content of education. At the same time, they differently understand the teaching, considering it as either the interaction of the teacher and students or the process of mastering actions, or cognitive activity[28].

The teaching method solves the following problems: The methodology of teaching as a science considers the question of the aims and tasks of teaching psychology. Without an answer to this question, she can`t solve other issues. For a certain time, the goal of training was considered the arming of students, students with psychological knowledge, skills and skills. Now the role of science is growing, knowledge is growing. Therefore, it is important to instill in the learner the desire to acquire knowledge independently. The methodology of teaching psychology as a science solves the question of general laws and didactic principles on which to base the process of teaching psychology[29].

The methodology of teaching psychology considers the question “What to teach?” What amount of knowledge to give students at different stages of their preparation. In the broad sense of the word, the term method refers to the method of practical and theoretical actions of a person aimed at achieving the stated goal, to mastering one or another object (in Greek, the method means the way of presentation). In pedagogical science, the method is the method of achieving the goal, knowledge acquisition. In the pedagogical literature there is no common opinion on the role and definition of the concept of “teaching method”. Babansky believes that “the method of education is called the way of the orderly interrelated activity of the teacher and trainees, aimed at solving the problems of education.” T.A. Il’ina understands by the

method of teaching "the way of organization of cognitive activity of students". Let's take as a basis the following definition: the method of instruction is a system of sequential and interrelated actions of the teacher and students, ensuring the assimilation of the content of education[30].

Classification of teaching methods is a system of orderly ways, the relationship between the activity of the educator and the learner, aimed at achieving the goal of education. Dozens of classifications of teaching methods are currently known. However, the current didactic thought matured to the understanding that one should not strive to establish a unified and unchangeable nomenclature of methods. In the history of didactics, various classes of teaching methods have been formed. Traditional classification of teaching methods, originating in ancient philosophical and pedagogical systems and improved in modern conditions. As a general sign of the methods selected in it, the source of knowledge is taken. Such sources have long been known to three: practice, visibility, word. In the course of cultural progress, one more book joined them and in recent decades, a powerful paperless source of information has become more and more pronounced-video in combination with the latest computer systems. The following methods of teaching in psychology stand out:

- The methods of programmed instruction presupposed the restructuring of traditional training by clarifying and operationalizing goals, tasks, methods of solution, forms of encouragement and control with regard to the subject content of knowledge
- Methods of problem-based learning-not the aspects of structuring objective knowledge but the situations in which the learner's personality turns out
- Methods of interactive learning have turned to a way to manage the learning process through the organization of human interactions and relationships

The use in the teaching of psychology of the techniques of these three groups of active teaching methods presupposes the creation of a system of educational tasks in the psychology course:

- Verbal methods of teaching psychology-the source of knowledge and skills is an oral or printed word)
- Visual methods of teaching psychology-the source of knowledge and skills are observable objects, phenomena, visual aids
- Practical methods of teaching psychology-the source of knowledge and skills are practical actions performed by students
- Distance learning-educational technologies implemented mainly with the use of information and telecommunication technologies with indirect or not completely mediated interaction between the trainee and the pedagogical worker
- Methods of fixing the studied material-fixing the studied material[31]

The goals, duration, structure and content of psychology education are largely determined by national education systems, historical traditions, the level of development and status of psychology as a science in a particular country, economic and political factors. One of the leading researchers of the problems of psychology of higher education Verbitsky outlined the following trends in education which are manifested in varying degrees in the late XX-early XXI centuries[32].

The first trend is the recognition of each level of education as an organic part of the system of continuous public education. The second system is the industrialization of education, i.e., its computerization and the technological process that accompanies it which makes it possible to effectively enhance the intellectual activity of modern society. The third trend is the transition from predominantly informational forms to active methods and forms of learning with the inclusion of elements of problematic, scientific search, the wide use of the reserves of independent work of students. The fourth tendency corresponds, according to A. Verbitsky "with the search for psychological-didactic conditions for the transition from strictly regulated controlling, algorithmized ways of organizing the educational process and managing this process to developing, activating, intensifying, gaming". The fifth and sixth tendencies relate to the organization of interaction between the student and the teacher and fix the need for the organization of training as a collective, joint activity of students where the emphasis is transferred "from the teaching activity of the teacher to the student's learning activity".

Scientific innovations which advance progress, cover all areas of human knowledge. There are socio-economic, organizational and managerial, technical and technological innovations. One of the varieties of social innovation is pedagogical innovation. Pedagogical innovation is an innovation in the field of pedagogy, a purposeful progressive change that brings to the educational environment stable elements (innovations) that improve the characteristics of both its individual components and the educational system as a whole[33].

Pedagogical innovations can be carried out both at the expense of the own resources of the educational system (intensive development path) and by attracting additional capacities (investments)-new means, equipment, technologies, capital investments, etc., (extensive way of development). The combination of intensive and extensive ways of development of pedagogical systems makes it possible to carry out so-called "integrated innovations" which are built at the junction of diverse, multilevel pedagogical subsystems

and their components. Integrated innovations as a rule, do not look fictitious, purely "external" measures but they are realized transformations, proceeding from deep needs and knowledge of the system. By supporting the "bottleneck" of the latest technology, you can improve the overall efficiency of the pedagogical system[34].

RESULTS AND DISCUSSION

The main directions and objects of innovative transformations in pedagogy are:

- Development of concepts and strategies for the development of education and educational institutions
- Updating the content of education; change and development of new technologies for teaching and upbringing
- Improving the management of educational institutions and the education system as a whole
- Improving the training of teachers and improving their skills
- Designing new models of the educational process
- Providing psychological, ecological safety of students, development of health saving technologies of education
- Knsuring the success of education and upbringing, monitoring the educational process and the development of students
- Development of new generation textbooks and teaching aids, etc.
- Innovations can be carried out at various levels. To the highest level are innovations that affect the entire pedagogical system

Progressive innovations arise on a scientific basis and promote the advancement of practice. In pedagogical science a fundamentally new and important direction arose-the theory of innovations and innovative processes. Reforms in education are a system of innovations aimed at radical transformation and improvement of the functioning, development and self-development of educational institutions and their management system.

CONCLUSION

Based on the above material, it can be said with certainty that the tasks that life in the field put before us will be solved with the help of various pedagogical innovations. The issue of innovations in education has been comprehensively considered, the importance of pedagogical innovations has been revealed, their classification has been revealed, the differences between innovation and reform, innovation and innovation have been revealed and the parameters for evaluating innovative ideas that are fundamental for education have been revealed. It:

- Correspondence of each proposed for the selection of a private new idea to the general idea of the development of the school
- Effectiveness of innovation
- Creative novelty (innovative potential) of the idea
- Methodological elaboration of the idea
- Possibilities of potential participants in the development of innovation
- Balance of interests of teachers
- Possible resistance to innovation
- The time it takes to master
- The financial costs of developing a new idea and its material and technical support
- Organizational conditions
- Regulatory and legal provision
- Attractiveness of the idea
- Novelty of the idea[35]

Nowadays, more and more often and more often used in the framework of innovative educational technologies in the teaching of psychology, multimedia technologies are used. Multimedia lesson can significantly increase the possibilities of teaching psychology, make much more individualized both the teaching itself and the perception of psychology in general. He gives an excellent opportunity to feel the "taste of the subject and science." This is achieved through the extensive use of authentic materials, primarily visual (photo, posters, diagrams, etc.). However, the multimedia lesson in itself does not create a new quality of teaching, it expands opportunities but does not create a new educational field[36].

The most effective multi-media lesson is using interactive technologies. You can organize the release of not only traditional media products but also collections of various materials that would allow the teacher-psychologist to independently design a lesson from different elements-according to his preferences, level of preparation and qualification. Based on the above material, it can be said that the tasks that life in the field of education put before us will be solved with the help of various pedagogical innovations. Theoretical grounds for the introduction of new educational technologies are set fairly clearly, they are also based on the psychological characteristics of the age of students[37].

In my work there is not enough analysis of the experience of schools that teach with the use of different technologies and traditional schools. In my further work on theoretical material, it is important to diagnose the level of the quality of education and to give a comparative description of innovative and traditional schools[38].

But based on the materials of publications assessing the level of the quality of knowledge, it can be confidently said that the more pedagogical innovations are used in our country, the more developed the students will be and the leaders and teachers are introduced to the processes of introducing innovations[39]. Experience shows that the processes are developed spontaneously. The teacher does not have scientific information on the content of innovative technologies, he has not developed the concepts and skills to use the acquired knowledge in the new conditions of the school. Teachers underestimate the role of self-education in enriching their theoretical, psychological, pedagogical and scientific methodological level. Inadequate treatment of the problem of training teachers and determines the choice of this topic research[40].

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