MINISTRY OF EDUCATION AND SCIENCE

Federal State Budgetary Educational Institution of Higher Professional Education

"Bashkir State Pedagogical University named after M. Akmulla

(FSBEIHPE "BSPU named after M. Akmulla")

Department of education

INNOVATIVE PROCESSES IN EDUCATION

Direction– 050100 Pedagogical education

for all profiles

Qualification of the graduate — the master of pedagogical education

**The purpose of discipline is:**

1. The formation of common cultural competencies:

- OK 5 (the ability to independently acquire with the help of information technology and use in practice new knowledge and skills, including in new areas of knowledge, not directly associated with the scope of work);

2. Formation of professional competences:

– РС- 2 (ability to carry out professional and personal self-education, to design further education and career path);

PC-3 (ability to shape the educational environment and use their abilities to the realization of innovative educational policy);

– PC-11- willingness to explore, design, organize and evaluate the implementation of the management process using innovative management techniques that meet the General and specific laws of the control system).

**The complexity of the discipline** is 3 points of credit (108 hours), 30 classroom hours (6 lecture, 24 practical), 90 hours of independent work, final evaluation form – exam (1 ZE / 27 hours).

Place of discipline in the structure of the basic educational program: professional cycle basic part. For its study requires prior preparation of a student in a bachelor or specialist degree program in the field of Pedagogical education of any type; studied involves subjects of General scientific cycle "Methodology and methods of scientific research", "History and philosophy of science"; the development of the discipline of the master's basic educational program is conjugate with the disciplines of a variable component and is fundamental for them.

**2. Requirements to results of development of the discipline**

As a result of mastering the discipline a student must:

**To know:**

- concepts - innovation, innovation, innovation, criteria, characteristics of innovation, types of innovations

– the main regularities of formation and development of innovative education in the modern world, features of the present stage of development of international education in the world.

**To be able:**

– to determine the structure of the innovation process, criteria innovation: novelty, optimality, efficiency, opportunity for the creative application of innovation in the mass experience;

– describe the main directions of development of innovative education in regional and Federal scale;

– to determine the value of intergovernmental organizations and international projects for the reform of the education system in Russia and Bashkortostan;

– predict and design of innovative educational process on the basis of modern pedagogical concepts;

– to assess and predict invariant integrative trajectory of innovation educational space.

**To possess:**

- modelling of innovative pedagogical practices and innovative technologies of education

– the implementation methods of a research position in innovative professional activities, improve the system of quality assurance of education;

**2. The amount of disciplines and types of academic work**

**Afternoon training**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Type of academic work** | **the number of hours** | **Semesters** | | | |
| **1** | **2** | **3** | **4** |
| ***Classroom training:*** | 30 |  | + |  |  |
| Lectures | 6 |  | + |  |  |
| Practical classes | 24 |  | + |  |  |
| Laboratory work |  |  |  |  |  |
| The control of independent work of student |  |  |  |  |  |
| ***Independent work:*** | 90 |  | + |  |  |
| *Types of independent work:*  Notes, Glossary, research paper, essay | + |  |  |  |  |
| ***Interim certification:*** |  |  |  |  |  |
| Exam | + |  | *+* |  |  |
| ***TOTAL:*** | 120 |  | + |  |  |

**4. The content of the discipline**

**4.1. The maintenance of sections of discipline**

|  |  |  |
| --- | --- | --- |
| **№** | **The name of the part of the discipline** | **The content of the section** |
| 1. | Innovations and innovations in pedagogical science and practice | Pedagogical innovation as a new branch of scientific knowledge that studies the theory and practice of innovative processes in education. The meaning of the main concepts: innovation, innovation, innovation. New and traditional. New and obsolete, routine, conservative. New and advanced, progressive, modern.  The nature of novelty (absolute and relative, objective and subjective), levels (improvement, invention, discovery) and the scope of innovation (training, education, organization of life and management of the educational institution, a joint operation of educational institutions and the external environment). Sources and new media in education (V. I. Zagvyazinsky: innovators, inventors, modernizers, the master of pedagogical work; by E. Rodgers: innovators, early implementers, early majority, late majority, oscillating)  System classifications of innovations in education.  The emergence of new things and ways of its promotion of the teaching practice. Factors positively influencing the occurrence and distribution of pedagogical innovations. Barriers to the approval and further dissemination of new practice in mass. |
| 2. | Innovative processes in education and their characteristics | Innovative processes in education: essence, structure, types. Distinctive features of pedagogical innovation processes, life cycle and dynamics of development, mechanisms of development in time. The laws of the innovation process (irreversible destabilization of the pedagogical process; the final implementation of the innovation process; stereotyping of pedagogical innovations; cyclic recurrence, recurrence pedagogical innovations). The processes of humanization, democratization, preparadigmatic, technologies, standardization, regionalization, integration and differentiation of education, planning and forecasting of its development as a reflection of the ongoing progressive pedagogical ideas. Negative trends in education and their impact on innovation processes. |
| 3. | Innovation master. | Educational innovations in teacher evaluation. Features of perception of innovations and decision making by the teacher.  The teacher as a subject of innovation. Structural components (motivational, creative, operational (technological), reflexive) and levels of innovative activity of the teacher (adaptive, reproductive, heuristic, creative). Professionalism, creativity, individual style of activity, value orientation and installation of the teacher-innovator. Psychological barriers in the innovation activity of a teacher and their elimination. Conditions of formation of innovative motivation of teachers. Criteria and methods for diagnosing the ability of the teacher to innovative activity. |
| 4. | The development of regional systems of education as a pedagogical innovation | Design features of the modern stage of development of the education system of regions. Strategic guidelines and the principles underlying targeted and meaningful installation design (conceptual, direction, consistency, invariance, organisational and resource provision, openness, integrity). The content of the design activity (goal setting, orientation, diagnosis of the initial state, reflection, prediction, modeling, extraprise control, implementation, evaluation, adjustment). Design technology regional programs; the process of developing programs, organizational arrangements for programming, invariant and variant elements of the structure of the program.  The development of program of action for the development of the education system. Cultural, environmental, national, human, sociality aspects of the  content of the program.  Criteria for assessing the quality of program and the effectiveness of its implementation. Monitoring of development of regional system of education.  Organizational, scientific and methodological support and financial support to implement the program. |
| 5. | Development projects development  educational institutions as one of the areas of  their innovative activity | The functioning and development of educational institutions. Target program of development of the institution: mission, attributes (relevance, predictability, rationality, realism, integrity, accountability, sensitivity to failures), the structure and logic of the construction.  The formation of the concept of the new OS: components, the algorithm of actions. The development of the strategy and objectives of the transition to a new OS. The development of an action plan.  Organization of the collective work on a syllabus (choice of preparers, distribution of responsibilities, the types and forms of their work).  Conditions for the success of collective action developers. External expert evaluation of the quality of the program.  Organization of work on implementation of the program. |
| 6. | Management of innovative processes in the educational institution. | Managing the development of educational institutions as a fraction in it management. The principles of innovation management (focus, consistency, predictive), etc.) and its functions (planning, organizing, leading, controlling).  The collection of information and the state Bank of new ideas. Managing the perceptions of new teachers, to develop their innovative behavior. The study of innovative potential of the teaching staff and its use. Organization of individual and group job search engine.  Organization and implementation of pedagogical monitoring of innovations; dissemination of information on the progress and interim results of innovation. Forecasting of possible consequences of the innovation, correction of software innovation.  Staffing, software, educational, logistical, psychological and normative-legal support of innovation.  The training of teachers to innovative activity: main directions, content and form.  Criteria for evaluating the effectiveness of management of innovation processes in the educational institution (level of awareness about the innovations; the completeness of selected topical problems of the shelter; the rationality of the choice of shared and private goals; their integrity; realistic plans to achieve goals; the interest of the teaching staff in the development of innovations; the controllability of the process of development of the OS). The role of Director of the educational institution in the development and implementation of a new. The role of Director of the educational institution in the development and implementation of a new. |
| 7. | Implementation of projects for development of rural educational institutions | The nature of the innovations implemented in rural schools. Features of innovative activity of rural teachers.  The development of rural school-based continuous and pre-professional elementary professional economic education of students. |
| 8. | Projects elitist education | Modern gymnasium: new and traditional, General and specific in the types, structure, profile orientation, enrichment co-  holding the gymnasium training. Principles and conditions of organization of educational process, curricula and programs. The nature and methods of creating a developmental environment. Features of development of creative abilities of pupils and accumulation of experience of creative activity. Traditional and new revived in the schools. Productive developments in the content and technology of elitist education, assessing the success of learning activities, the content and organization of extracurricular activities with students, methodical software.  The problem of elitist education, ways and prospects of their solution. Trends in the development of elitist education. |
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4.2. Part of discipline and the types of training sessions

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| --- | --- | --- | --- | --- | --- | --- |
| **№** | The name of the part of the discipline | Distribution of labor input (in hours) types of training sessions | | | | |
| **Lec** | **Prac** | **labor** | **Indepen. work** | **Total** |
| 1. | Innovations and innovations in pedagogical science and practice | 2 | 4 |  | 20 |  |
| 2. | Innovative processes in education and their characteristics | 2 | 4 |  | 10 |  |
| 3. | Innovation master. | - | 2 |  | 10 |  |
| 4. | The development of regional systems of education as a pedagogical innovation | 2 | 4 |  | 10 |  |
| 5. | Development projects development | - | 4 |  | 10 |  |
| 6. | educational institutions as a focus of their innovation activities | - | 2 |  | 10 |  |
| 7.  8. | Management of innovative processes in the educational institution. | - | 2  2 |  | 10  10 |  |

**Total 6 24 90**

**5. Interdisciplinary communication discipline**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **№** | **Name provide**  **(follow-up) subjects** | **№№ sections of the discipline required to study disciplines provide** **sections of the discipline required to study disciplines provide** | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1. | Methodology and methods of scientific research |  |  |  |  | + |  |  |  |  |  |
| 2. | Pedagogy of higher education | + | + | + |  |  |  |  |  |  |  |
| 3 | Practice and research work | + | + |  |  | + | + | + | + |  | + |

**6. Requirements for independent work of students**

During the organization and implementation of the teaching uses the following forms and types of independent work of students:

1. Preparation for lectures and postelection work (according to the plan of lectures).

2. Preparation for seminars and independent work seminars (included in the study as a separate type of work).

3. In fact, students' independent work involving the maintenance tasks, and guidance on their implementation, and literature.

4. This course will enable students to master the methods of implementation of a research position in the study of innovation processes of education, methods and forms of implementation of a holistic educational process in the context of the transformative functions of pedagogy, graduate competences as learning outcomes in the professional development of the competence of the teacher and the development of academic mobility in the structure of modern pedagogical University.

6.1. The content of self-study work of students

- A comparative analysis of traditional and innovative models of education abroad (objectives, content, technology, result, etc.).

- Identify basic principles of international forms of education (international College, European school, bilingual educational institutions, etc.). Give a description of the organization of the activities of alternative and experimental schools.

- Give an idea about the personality of a teacher and his professionalism abroad and in Russia, a comparative analysis of the characteristics of teacher training. Identify possible ways of improving the training of teachers abroad. Make the algorithm training of the modern teacher and his rating.

- Identify ways of improving teacher training abroad. Make the algorithm training of the modern teacher and his rating.

**7. Educational-methodical and information support of subjects:**

**main literature:**

1. Angelovo K. Teachers and innovation. – M., 2007.

2. Zagvjazinskij V. I. Innovative processes in education. M., 2008.

3. Lazarev V. S. innovation Management at the school. – M: Pedagogical society of Russia, 2008. – 350.

4. Lazarev V. S. System the development of the school. – M.: Pedagogical society of Russia, 2007.

5. Potashnik M. M. Innovative schools of Russia: formation and development. Experience on management by objectives. M., 2007.

6. Slastenin V. A., podymov L. S. education: innovation.- M.,2007.

b) Further reading:

1. Modern educational technology [Text]: textbook count. authors / ed. by N. In.The bordovskaya. – M.: KNORUS, 2010.

2. Джуринский, А.Н. Зарубежная школа: современное состояние и тенденции развития [Текст]: учеб. пособие для студентов пед. ин-тов / А.Н. Джуринский. – М., 1993.

3. Драйден, Г. Революция в обучении [Текст]: пер. с англ. / Г Драйден. – М.: ООО «ПАРВИНЭ», 2003.

4. Кларин, М.В. Инновационные модели обучения в зарубежных педагогических поисках [Текст] / М.В Кларин. – М.: Арена, 1994.

5. Farm A.V. Pedagogical innovation: a manual for students of higher educational institutions. Moscow, Academy, 2008.

**7. Methodological recommendations for the study subjects**

When implementing the content of the program, it should include a variety of organizational forms and methods of training, based on activation of cognitive activity of students, their independence, and communication theory and practice.

In lectures revealed nodal theoretical issues and pedagogical innovation, with a demonstration of the basic directions of innovative processes, a variety of methodological, theoretical and technological approaches in the plane of comparative pedagogy. Classes are designed to awaken students ' interest in scientific and professional activities, opportunities to implement their own creative abilities.

The aim of seminars is to develop pedagogical knowledge, General pedagogical development of skills, the mastery of the elements of the analysis of the pedagogical phenomena and processes. Practical exercises used during seminars that are aimed at the development of their own pedagogical vision, approach to professional-pedagogical problems of education and training.

The strengthening of practice-oriented training course can help different types of students ' independent work aimed at development of skills of organization and implementation of pedagogical interaction and the solution of problems of self-education.

Independent work of students related to the work on the analysis of pedagogical literature with the purpose of acquaintance with the actual problems of pedagogical innovation.

The study of this discipline creates a theoretical basis for the subsequent assimilation of the subjects as a variable part of the standard.

In the program this course provides for the use in the educational process of active and interactive forms of training (business and role plays, analysis of specific teaching situations (case-technology), academic discussion, technology, cooperative learning, various forms of pedagogical design, development of critical thinking, reflective technology).

**Topics of scientific debate:**

1. The role of science in the innovative development of domestic education.

2. The education of the future. What would it be?

3. The scientific potential of comparative educational research.

4. The problem of criteria of efficiency of innovation processes.

5. The problem of removing "blockers" of the innovation process.

6. Is it possible the full implementation of inclusive education in Russia?

Tasks for independent scientific work of a student:

1. The formation of the concept of the new educational institution. Define the structure of the concept, the requirements for preparation. Describe the algorithm of actions for its implementation.

2. Formulate strategic and tactical objectives of the transition to a new educational institution. Develop an action plan to transition to a new educational institution.

Organize collective work on a syllabus (choice of preparers, distribution of responsibilities, the types and forms of their work).

3. What kinds of scientific and methodological assistance you can offer innovators for the implementation of innovation.

4. Organization and implementation of pedagogical monitoring of innovations; Forecasting of possible consequences of the innovation, correction of software innovation.

5. Develop a research project on topics of the discipline.

**2. Approximate tasks for ind:**

1. A comparative analysis sistemarentzako and anthropocentric paradigms of science.

2. A comparative analysis of models of education (Y. V. Gromyko, A. M. Novikov, V. I. Zagvyazinsky, etc.).

3. Paradigmatic foundations of education. Give the characteristic of the modern paradigms of education.

4. What is the idea of advancing the development of education?

5. Describe the construction of the "education for life" and "education through all life".

6. According to the evaluation criteria of efficiency of pedagogical innovation (novelty, optimality, efficiency, opportunity for the creative application of innovations in a mass experiment) to assess the quality of the proposed innovative educational project.

7. To establish the relationship between the concepts of monitoring, control, evaluation, research, survey, observation, diagnosis, examination, feedback, etc.

8. Does the modern school to develop an individual educational trajectory of students? Explain your answer.

9. What are the new conceptual ideas and directions of development of pedagogical science?

10. Analyze the standard of higher school in teacher education, to characterize a research master's degree.

**Topics of research projects:**

1. Comparative analysis of educational systems of East and West (at the choice of the student).

2. Comparative analysis of education systems of Russia and the USA.

3. Humanistic school author of the twentieth century a View from the past to the future

4. Innovative learning model in teaching foreign search.

5. Modernization of the content and structure of education in enhancing the professionalism of the modern teacher.

6. Scientific and philosophical foundations of innovation in education.

7. Innovative socio-cultural transformations in pedagogy

8. Design as a cultural form of innovative processes in the universe of education.

9. Design and research activities in innovative education.

10. Ways of implementation of the Bologna Declaration in the system of higher professional-

form of further education in the Russian Federation.

11. Innovative pedagogical technologies in education.

12. Reforming the Russian education system: the concept of standards and content.

13. 13. Innovative learning model in higher education.

14. Educational innovation in the world pedagogy.

15. Innovative direction of the development of modern science education.

**Organizational forms of research:**

- educational and research work in the framework of the implementation of educational tasks in the discipline;

- individual research work of students on the problems studied within the discipline; student participation in the development of a particular problem under the guidance of the supervisor from among the faculty, including in the framework of the coursework;

- participation of students in research activities at various levels (Department, Institute, city, urban, regional) promoting individual scientific work of bachelors. - individual research work of students on the problems studied within the discipline; student participation in the development of a particular problem under the guidance of the supervisor from among the faculty, including in the framework of the coursework;

- participation of students in research activities at various levels (Department, Institute, city, urban, regional) promoting individual scientific work of bachelors.

**Assessment of students in practical training is carried out on the basis of KIM**

|  |  |
| --- | --- |
| **Option** | **Rating (on a 5-point**  **scale) шкале)** |
| The student showed an active position, offered possible solutions, justify their position, listened to the views of colleagues, gave a presentation solutions group (individual decisions), defended the point of view of the group. The quality of decisions in which the work is high, conforms to the requirements of the job | 5 |
| The student showed an active position, offered possible solutions, not to justify its position, listened to the views of colleagues, gave a presentation solutions group (individual decisions), not defended the point of view of the group. Quality decisions are made-employed work is not high enough committed fundamental error. The student showed an active position, offered possible solutions, not to justify its position, listened to the views of colleagues, gave a presentation solutions group (individual decisions), not defended the point of view of the group. Quality decisions are made-employed work is not high enough committed fundamental errorThe student showed an active position, offered possible solutions, not to justify its position, listened to the views of colleagues, gave a presentation solutions group (individual decisions), not defended the point of view of the group. Quality decisions are made-employed work is not high enough committed fundamental error | 4 |
| The student did not show an active position, rarely offered solutions did not justify its position, had not listened to the views of stake-lay, showed a low level of communications, did not present data solutions group (individual decisions), not defended the point of view of the group. Basic mistakes in solving the problem. | 3 |
| The student did not participate in the work of the group | 2 |

**10. Requirements for final certification in the discipline.**

During the current appraisal to assess the learning outcomes of students in the course "Innovative processes in education" are used in oral and written form attestation: the control and verification work with reproductive issues, discussion and research, tests, terminology dictations, job comparative analysis of ideas, attitudes, concepts proposed in different textbooks, scholarly sources, different authors; abstract reviews; colloquiums, etc.

The results of oral and written work are reflected in the students ' portfolio.

Final attestation of students in the course involves the examination which can be performed traditionally, with the tickets for the interview, and in non-traditional forms, allowing students to demonstrate knowledge of course content, and the teacher to identify and assess the ability of the student to engage in dialogue, debate on pedagogical issues. It is assumed the possibility of "cumulative credit" on the routing (the routing and recommendations for its preparation, working with her application to the program. "Cumulative credit" allows you to identify the dynamics of the formation and development of common cultural, General and professional competencies. The use of point-rating system of evaluation of achievements allows you to evaluate individual dynamics of formation of professional competence of the bachelor.

**Questions for the exam:**

1. Personal orientation of education as a pedagogical innovation.

2. The interaction of tradition and innovation as a methodological benchmark of innovative processes in education.

3. Innovative technologies in pedagogy.

4. Psychological and pedagogical support of innovative activity of educational institutions.

5. Pedagogical innovation: the object, subject and basic concepts.

6. Innovative processes in education.

7. Innovation of education and educational technology.

8. Innovation in education and teacher training.

9. Innovative activity in Russian education.

10. The concept of innovation in education.

11. Innovation. The essence of innovation in education.

12. Background of the integrative process of modernization.

13. The study of innovation processes and the modernization of education.

14. The model of the modern (modernized) education.

15. The problem field of innovations in pedagogy and teaching.

16. Innovation processes in the sociology of education.

17. Various forms of innovation in pedagogy and in education.

18. Analysis of the conceptual space of innovation and innovative activity.

19. Innovation in the space of a particular social practice.

Modernization of the content and structure of education in enhancing the professionalism of the modern teacher.

20. Innovative education as a philosophical-anthropological category.

21. Scientific and philosophical foundations of innovation in education.

22. Innovation. Types of innovations.

23. Innovations. The nature and structure of the innovation process.

24. The patterns of the innovation process.

The history of the formation of innovation and learning innovation processes.

25. Innovative socio-cultural transformation in modern pedagogy.

26. Design as a cultural form of innovative processes in the universe of education.

27. Design and research activities in innovative education.

28. Ways of implementation of the Bologna Declaration in the system of higher professional education of the Russian Federation.

The process of modernization of educational institutions.

29. Innovative pedagogical technologies in education.

30. Reforming the Russian education system: the concept of standards and content.

31. Innovative learning model in higher education.

32. Educational innovation in the world pedagogy.

33. Innovative direction of the development of modern science education.

Modeling of innovative educational activities at the University.

34. Educational innovation model. Conceptual framework for its implementation in practice.

35. The functions and conditions of innovative activity of the future teacher.

36. Preparing future teachers to innovative activity.

The innovative structure of the educational process.

37. Author's schools as types of innovation in education.

38. The development of the future teachers to innovative activity.

The program is made in accordance with GEF VPO in the direction 050100 Pedagogical education.

The program made by: associate Professor Sheina L. P.

The program was approved at faculty meeting from