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proszę o skróty stopni naukowych w przypisach na tej stronie, przed nazwiskami,
najlepiej podać angielskie odpowiedniki

Brak tytułu

Introduction

The reformation of the primary education system in Ukraine, in accordance with the New Ukrainian School Concept and the State Standard of Primary Education, modern requirements and needs of society, students and their parents, intensified the activity of scientists and practicing teachers in search of effective forms of organizing the educational process in primary school and their didactic accompaniment.

The changes that are currently taking place in Ukraine (and in the whole world) require the creation of social and pedagogical conditions adequate for these processes and thereby determine the need for deliberate reformation, creative design and the introduction of a new educational model. For this, a new analytical, project-constructive nature of thinking aimed at improving the pedagogical paradigm is needed. In other words, solving the problems of education seems impossible without improving intellectual culture, performing actions on public opinion, overcoming established stereotypes and conservatism in pedagogical science and practice. Solving these tasks is directly related to the innovative activity of the primary school teacher.

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The conceptual basis of innovative pedagogy is a statement that a person is a self-developing system that analyzes everything through its awareness and its soul. Therefore, the teacher's value orientations must change. Innovative teaching methods are primarily aimed at the development of the student's personality. Their foundation is the child's own experience, which becomes the basis for acquiring knowledge in certain subjects. In this process, the student's motivation (the internal urge to be active) is of great importance. The child should be determined for success, the need for self-actualization, realization of their potential.

When we talk about innovation today, we mean the following:

- perception of the educational process as a holistic interaction of its two equal participants - student and teacher;
- setting the personal goal development and the various forms development of each student's understanding;
- the teacher's orientation on the student's personality, the precedence of the organizational and stimulating function;
- dialogic communication style, interaction between students (interactive learning), support of children's initiative;
- maximum involvement of students' own experience;
- motivation for "achievement", affirmation of individual's sense of dignity, and their activity.¹

Innovative teaching goes beyond a method and a textbook. In such training, the emphasis shifts from organizational forms and methods to the teacher's creative improvisation, their opportunity to discover, develop, improve and apply approaches to teaching peculiar only to him.

In terms of its content, forms and methods, education is not an unchanging, fixed phenomenon, because it constantly responds to new civilizational challenges, social realities, takes into account trends, perspectives of the development of humanity, and the national specifics of people.

Presentation of the main theses

Overcoming the crisis of modern education is possible thanks to its intensive reformation in accordance with the requirements of the time, in the process of forming a fundamentally new system of general education to gradually replace the traditional one.

Peculiarities of professional training and activities of primary school teachers were revealed in the studies of: A. Aleksyuk, V. Budak, S. Honcharenko, I. Zyazyun, L. Koval, V. Martynenko, N. Nychkalo, O. Savchenko, G. Tarasenko, L. Khoruzha, M. Fitsula, I. Shaposhnikova and others.

¹ I. M. Dychkivska, *Innovative pedagogical technologies: educational manual*, Kyiv 2004.

The issue of implementing innovative pedagogical activities was considered in the works of I. Bekh, I. Dychkivska, L. Zhile, O. Pehota, O. Popova, L. Podymova and others.

A number of studies appeared in scientific publications and pedagogical periodicals, the authors of which (N. Bibik, M. Vashulenko, I. Gavrish, D. Kosenko, O. Savchenko, L. Timchenko, A. Tsimbalaru, S. Yakymenko, etc.) consider various aspects of improving the activities of the renovated elementary school, give methodical advice on the use of didactic tools for the practical implementation of typical educational programs.

The most significant feature of the modern education system is the coexistence of two strategies for the organization of education - traditional and innovative. Innovative learning is interpreted as a process and result of educational activities that stimulate innovative changes in culture and social environment. It is focused on the formation of individual readiness for dynamic changes in society due to the development of creative abilities, various forms of thinking, as well as the ability to cooperate with other people.

“Innovative learning is an educational activity oriented to dynamic changes in the surrounding world, which is based on the development of various forms of thinking, creative abilities, as well as high social and adaptive capabilities of the individual”.²

The specific features of innovative education are its openness to the future, the ability to predict based on the constant reassessment of values, and the willingness to take constructive actions in changing situations.

The system development and education content in the modern world takes place in the context of global educational trends (megatrends), among which the most prominent are:

- mass nature of education and its continuity as a new quality;
- the significance of education for individuals and society;
- orientation towards the active mastering of cognitive activity methods by a person;
- adaptation of educational process to the requests and needs of individuals;
- orientation of personality training, provision of opportunities for its self-disclosure³.

Pedagogical innovation activity of a primary school teacher is about the constant search and implementation of new, most effective teaching and upbringing technologies. The result of this activity should be a formation of a highly adapted to changing conditions active, and creative person who knows how to analyze and overcome any difficulties; who acknowledged, created and learned to control themselves at a young age with teacher’s help. Orientation to the new and its

² O.Y. Vivchar, *Innovative activity in Ukraine and directions of its development*, “Scientific bulletin of NLTU of Ukraine: coll. science and technology works Lviv” *czy całość ujęta w cudzysłowach to nazwa czasopisma?* 2011, no. 21.9, p. 183–187.

³ N.G. Cañosa, *Value-meaning regulation of personality in the field of professional achievements. Pedagogical education: theory and practice. Collection of science works*, vol. 28, Kyiv 2020, p. 254–264.

implementation is not the sole goal of pedagogical innovation. First of all, it is aimed at ensuring the adequacy of educational process and its results to the requirements of society. In a dynamically changing society, this will encourage the constant updating of the content and forms of education and upbringing, the most attentive and at the same time critical attitude to everything new.

As in other spheres of social life, innovative processes in education system are not just the introduction of something new. They are implemented as purposeful changes in goals, conditions, content, means, methods, and forms of activity, which are characterized by novelty, high potential for increasing the efficiency of activities in general or in certain areas, the ability to ensure a long-term beneficial effect, consistency with other innovations. *Innovative activity* is the basis and content of the innovative educational processes. The carrier of this innovation process is a teacher-innovator.

Innovative activity, being a complex and multifaceted phenomenon, includes the process of interaction between individuals aimed at development, transformation of the object, and its transfer to a qualitatively new state; systematic activity regarding the creation, development and application of new means; a special type of creative activity that combines various operations and actions aimed at obtaining new knowledge, technologies, systems. All these manifestations characterize innovative activity in the pedagogical sphere.

Innovative pedagogical activity – “purposeful pedagogical activity based on the understanding of practical pedagogical experience, oriented to the change and development of the educational process with the aim of achieving higher results, obtaining new knowledge, forming a qualitatively different pedagogical practice”.⁴ Innovative pedagogical activity is one of the types of productive activity. Creativity plays a special role among its mandatory components. The acquisition of world and domestic pedagogy, modern scientific, pedagogical research, and the practical experience of many generations of teachers convince us of the need for a creative element in pedagogical activity. Innovative processes, innovative pedagogical activity are simply impossible without it.⁵ The specificity of pedagogical creativity is that its object and result is the creation of personality. The pedagogical process is considered as joint creativity (co-creation) of the teacher and pupil in a situation of pedagogical interaction, in the process of which the pedagogical transformation of a person takes place.

Innovative pedagogical activity structurally includes external (goal, means of achievement, object of influence, subject of activity, result) and internal (motivation, content, operations) components. Like any pedagogical activity, it performs gnostic (cognitive), projective (prospective planning of tasks and methods of solving them), constructive (cooperation of the teacher and

⁴ V. Khymynets, *Innovative educational activity*, “The Traveler” 2009. **proszę o numer tego “Travelera”, jeśli chodzi tu o znane czasopismo, a jeśli nie – to co oznacza The Traveler?**

⁵ O.Y. Vivchar, *Innovative...*, op. cit., p. 183–187.

students), communicative (the interaction of the teacher with students, colleagues), and organizational (step-by-step actions by teacher and pupils) functions.⁶

The main features of innovative pedagogical activity are the personal approach (personality orientation, humanistic nature), creativity, research-experimental nature, persistent motivation to find new things in the organization of the educational process. The inclusion of a teacher in innovative activities can be a result of the action of various factors.⁷ It is often motivated by their dissatisfaction with methods, results of personal work, mastering of new knowledge, especially in related fields, understanding and a qualitatively new vision of a personal life mission, sometimes – creative enlightenment, which, as a rule, is the result of a long search and analysis of what has been gained along the way.

Therefore, innovative pedagogical activity is the basis of renewal of educational institutions, a factor in the development of educational systems. Its result is determined by structural and substantive changes in the work of the institution, the educational system, and under certain conditions – the creation of a qualitatively new pedagogical practice – the author's institution or radical reformation of the entire educational system.

It should be noted that the goal of preparing a future teacher for innovative activities in the context of the implementation of the New Ukrainian School Concept is to form their readiness to implement the latter.

The relationship between innovative pedagogical activity and professional readiness for it, which is manifested in the active state and activity of the individual and determines attitudes towards professional activity, becomes relevant.

The experience of innovative pedagogical activity can be acquired by a future teacher only under the conditions of participation in the process of creation and implementation of innovations, therefore, the preparation of future teachers for innovative activity lasts the entire period of study and has a mandatory load on classroom and extracurricular work, in particular, mastering the content of educational disciplines and pedagogical practitioner.⁸

It is logical to include the norms of pedagogical deontology in the pedagogical practices of future primary school teachers, as the basis for the implementation of the New Ukrainian School Concept in the course of preparing future teachers for innovative activities.

Professional readiness is a natural result of special training, self-determination, education and self-education. This is an active mental state of an individual, its complex quality, a system of integrated properties. Such readiness regulates activity, ensures its effectiveness.⁹ One of the

⁶ P. Mykytyuk, B. Seniv, *Innovative activity*, Kyiv 2009.

⁷ V. Khymynets, *Innovative...*, op. cit.

⁸ O.A. Dubasenyuk, *Professional training of the future teacher for pedagogical activity*, Zhytomyr 2003.

⁹ V.I. Urus'ky, *Formation of teachers' readiness for innovative activities: methodical guide*, Ternopil 2005.

important qualities of a teacher, the conditions for their success as a professional, is readiness for innovative activities. ze strony redaktora językowego (anglojęz.) jest sugestia o usunięciu tego fragmentu lub radykalne skrócenie do jednego zdania – ta sama myśl jest kilkakrotnie powtarzana w jednym akapicie: This is basically the same sentence over and over again

Pedagogical innovations, like any other innovations, give rise to problems related to the need to combine innovative programs with state education and training programs, coexistence of different pedagogical concepts. They need fundamentally new methodological developments, a new quality of pedagogical innovation.

A modern lesson requires the teacher to optimally combine individual, paired, group and collective forms of organization of students' educational activities. The educational and developmental character of educational and cognitive activity in the lesson deepens under the condition of constant inclusion of students in situations where they must: prove their own opinion, provide arguments and evidence to defend it, use the acquired knowledge; share their knowledge with others; help classmates when they have difficulties; encourage finding not one solution, but several self-made ones; freely choose tasks mainly of a searching and creative nature; diversify activities, including elements of work, play and communication in learning; perform the task designed to be done by reading additional literature, primary sources, doing long-term observations.¹⁰

Today, many innovative technologies are implemented in elementary schools, among which the following groups are distinguished: technologies of personal-oriented learning and education; traditional pedagogical technologies based on activation and intensification of students' activities; pedagogical technologies based on increasing the efficiency of management and organization of the educational process; pedagogical technologies based on didactic improvement and material reconstruction.¹¹

The variety and large number of modern innovative pedagogical technologies requires teachers to pay close attention and appropriate preparation for their selection and implementation in the educational process of primary school. Innovative activity involves the formation of the highest degree of pedagogical creativity in the teacher, since the essence of such activity involves the renewal of the pedagogical process, the introduction of the progressive into the traditional system of education and upbringing. A new approach to the nature and level of professional activity of a modern teacher is connected with the desire to move away from stereotypes in education, upbringing and personality development. It envisages the individual creative activity of a teacher

¹⁰ *The new Ukrainian school: a teacher's guide*, ed. N. M. Bibyk, Kyiv 2019.

¹¹ O.I. Yankovich, I.I. Kuzma, *Educational technologies in primary school: educational and methodological manual*, Ternopil 2020.

who is able to create and implement new technologies that effectively fulfill the requirements of a personally oriented educational space.

In accordance with the functions of the teacher of the New Ukrainian School (NUS), their roles also change – not as a sole mentor and source of knowledge, but as a coach, facilitator, tutor, moderator in the individual educational trajectory of a child. They are already gaining momentum in the pedagogical practice of Ukrainian educational institutions, adapting from foreign pedagogical methods.¹²

The innovative activity of a primary school teacher in the process of teaching educational fields (language, literature, mathematics, natural sciences, social and health care, history and civics, etc.) requires the application of the determinants of the NUS: integrated learning; technologies for the development of critical thinking; use of interactive learning methods, Lego technologies, provision of pedagogical partnership, holding morning meetings, practical application of such methods, forms and learning technologies as: storytelling, web quests, Daly 3, Daly 5, author's chairs; organization of formative assessment, use of feedback methods; ensuring reflection; development of emotional intelligence.¹³

The success of innovative activity assumes that the teacher is aware of the practical significance of various innovations in the education system not only on a professional level, but also on a personal level. However, the inclusion of a teacher in the innovation process often occurs spontaneously, without considering their professional and personal readiness for innovative activities.

Readiness for innovative pedagogical activity is a special personal state, which requires the teacher to have a motivational and valuable attitude towards professional activity, to possess effective methods and means of achieving pedagogical goals, and the ability to be creative and reflective.¹⁴ It is the basis of an active social and professional-pedagogical position of the subject, which encourages innovative activity and contributes to its productivity.

Many problems faced by the teachers who work in the innovative mode are also related to low innovative competence.

¹² I. Viktorenko, L. Horobets, *New professional roles and functions of the modern teacher in the context of the Concept of the New Ukrainian School. Teacher professionalism: theoretical and methodical aspects*, vol. 11, Slovyansk 2019, p. 93–106.

¹³ *The new Ukrainian school...*, op. cit.

¹⁴ L.O. Petrychenko, *Ways of preparing future teachers for innovative activities*, “Scientific notes of the Department of Pedagogy of KhNU named after V.N. Karazin” 2006, no. 16, p. 177–182.

The innovative competence of a teacher is “a system of motivations, knowledge, abilities, skills, and personal qualities of a teacher that ensures the effectiveness of using new pedagogical technologies in working with children”.¹⁵

The components of a teacher’s innovative competence are awareness of innovative pedagogical technologies, proper mastery of their content and methodology, a high culture of using innovations in educational work, personal persuasion in the need to use innovative pedagogical technologies.

Readiness for innovative activity is an internal force that forms the innovative position of the teacher. In terms of structure, it is a complex integrative formation that encompasses various qualities, properties, knowledge, and skills of an individual. As one of the important components of professional readiness, it is a prerequisite for the effective activity of a teacher, the maximum realization of their possibilities, the disclosure of creative potential. The sources of readiness for innovative activity revert to the issues of personal development, professional orientation, professional education, education and self-education, professional self-determination of a teacher.¹⁶

The following components of a teacher’s readiness for innovative pedagogical activity are: motivational, cognitive, creative, reflective. They are mutually conditioned and interconnected.

The motivational component is the basis for the main qualities of a teacher as a professional, since the nature of their participation in the innovative processes and the results achieved depend on what motivates the teacher to be ready for innovative activities. An important component of the management of pedagogical innovations is the knowledge of the motives of innovative activities of teachers, which can be conditioned by¹⁷:

- increasing the effectiveness of the educational process;
- trying to attract attention;
- trying to gain recognition, etc.

The implementation of the cognitive component for the teacher means the need to define themselves professionally, to understand the norms, the model of their profession and assess their capabilities accordingly.

Indicators of the formation of the cognitive component are:

- methodological knowledge (the ability to perceive reality from the standpoint of a systemic approach, the formation of general scientific categories);
- general theoretical and methodological knowledge (knowledge of the principles and methods of pedagogical research, possession of specific research skills);

¹⁵ O.P. Hryhorovych, N.O. Pakhalchuk, *Pedagogical conditions for the formation of the innovative culture of the future primary school teacher in the context of reforming the content of education. Modern researches in psychology and pedagogy*, Riga 2020, p. 94–111.

¹⁶ O. Bartkiv, *Teacher readiness for innovative activity*, “Problems of modern teacher training” 2010, no. 1, p. 52–58.

¹⁷ V.I. Urus’ky, *Formation of teachers’ ...*, op. cit.

- the ability to successfully apply innovative pedagogical technologies (gnostic, design, constructive, organizational, communicative);
- positive pedagogical experience.

The creative component is manifested in the non-standard solution of pedagogical tasks, in improvisation, extemporization.

The formation of creativity in pupils depends on such professional skills and attitudes of the teacher¹⁸:

- recognizing the value of creative thinking and the right to make mistakes;
- development of children's sensitivity to environmental stimuli; free manipulation of objects and ideas;
- the ability to comprehensively reveal the peculiarity of the creative process;
- the ability to develop constructive criticism;
- encouraging self-respect and self-esteem; neutralization of the feeling of fear before evaluation, etc.

The teacher's creativity develops on the basis of imitating experience, a concept, an idea, a separate technique, form, method with a gradual decrease in the specific weight of the imitative component and an increase in the specific weight of the creative component of pedagogical activity.

An indicator of the reflexive component in the structure of readiness for innovative pedagogical activity is the formation of a reflective position (the nature of the teacher's evaluation of himself as a subject of innovative activity).

Reflective thinking characterizes the teacher's knowledge and analysis of the phenomena of their own consciousness and activity. This component is realized through such reflexive processes as self-understanding and understanding of others, self-evaluation and evaluation of others, self-interpretation and interpretation of others. Therefore, the search, mastering and application of known pedagogical innovations, analysis of the obtained results and own individual style of work can contribute to the creation of new innovative educational technologies by the teacher.¹⁹

In the structure of the professionally oriented personality of the teacher, readiness for innovative activity is an indicator of their ability to unconventionally solve the problems relevant for personally-oriented education.

Comprehensive and systematic implementation of modern educational technologies, as a sign of innovative activity of a primary school teacher, allows to simplify the organization of the educational process as much as possible.

¹⁸ O. Bartkiv, *Teacher readiness...*, op. cit.

¹⁹ Ibidem.

The competence approach, on the basis of which the standard and typical programs of primary education are built, reorients control on integrated activity results, rather than individual elements of knowledge and skills that students learn.²⁰

In competence-oriented education, emphasis is placed on the practical orientation of learning, the role of experience, the ability to apply knowledge in various situations is emphasized.

Various forms of involvement of primary school teachers in innovative activities include²¹:

- the organization of a permanent scientific seminar on the most pressing problems that the teachers of the educational institution are working on;
- internship of teachers at research institutes and higher educational institutions;
- pedagogical councils, “round tables”, discussions;
- business, heuristic games for generating new pedagogical ideas;
- creative activity of teachers in methodological associations;
- participation in scientific and practical conferences;
- summarizing one’s own experience and the experience of one’s colleagues;
- classes at special advanced training courses;
- independent research, creative work on a problem;
- participation in collective experimental and research work within the framework of a common problem on which the teachers of the educational institution are working;
- teacher certification.

The desire to constantly optimize the educational process led to the emergence of new and improvement of previously used pedagogical technologies of different levels and different target orientations. The use of innovations in the process of studying of primary school students allows to ensure their activity, to form a motivational and value sphere, to form the ability to show creative abilities, and independence. The innovative activity of a primary school teacher under the conditions of the application of educational technologies is based on the ability of a junior high school student to construct their knowledge, which, in turn, determines the development of students’ cognitive skills, the ability to navigate in the information space, the development of critical thinking with the help of practical-oriented actions.²²

The use of innovative technologies must be systematic and subject to certain principles. They include: an interdisciplinary approach in forming the cognitive culture of younger schoolchildren; systematicity and continuity of study of educational material; the unity of the intellectual and emotional-volitional principles of the students’ activity; the interrelationship of global, national and

²⁰ *State standard of primary education. Typical educational programs for institutions of general secondary education, developed under the leadership of O.Ya. Savchenko (except foreign languages)*, Kharkiv 2020.

²¹ L.O. Petrychenko, *Ways of preparing...*, op. cit., p. 177–182.

²² N.I. Lutska, *Theoretical foundations and practice of introducing innovations in Ukraine*, “Investments: practice and experience” 2009, no. 20.

local knowledge in disclosure of problems of the educational process.²³

The strategy of innovative activities of the teaching staff and individual teachers in each specific situation has its own time limits, which depends on the scale of the innovation, on how much time and what human, organizational, material and financial resources it requires. But most importantly, the innovative pedagogical activity of teachers is the basis for the renewal of educational institutions, the creation of a qualitatively new pedagogical practice – an author’s institution or a radical reform of the entire educational system.

Conclusions

The concept of the NUS promotes the need for an innovative approach to the educational process. The use of innovative technologies is understood as a process of purposeful, systematic and consistent introduction of original, innovative methods, techniques, pedagogical actions and tools, covering the whole educational process from the determination of its purpose to the expected results. The basis and content of innovative educational processes is innovative activity, the essence of which consists in updating the pedagogical process, introducing innovations into the traditional system. The above-mentioned problems lead to a critical analysis of education and the search for radical changes, which is manifested in the development of school reform strategies, the emergence of postulates of a new educational “ideology” and educational models. A teacher who is capable and ready to carry out innovative activities in elementary school can achieve results when they are aware of themselves as a professionals, have an attitude towards creative perception of existing innovative experience and its necessary transformation.

Of course, the implementation of innovative educational technologies in elementary school lessons requires thorough preparation (selection of materials, making a plan, preparation of visual and game material, careful study of the individual characteristics of the students of the class, etc.). But the teacher who strives to achieve the goal, to reveal all the abilities and talents of their students, to teach them to study, to find the truth, will definitely look for ways to improve their methodology. Therefore, the content of training future teachers for innovative activities under the conditions of the implementation of the NUS Concept can be considered as a process aimed at changes in professional motives and values, special knowledge and skills, reflective behavior and professionally significant personal qualities of subjects.

²³ B. Andrievskiy, *Pedagogical aspects of the modern elementary school*, “Elementary School” 2017, no. 4, p. 3–4.

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Abstract

The article is devoted to the scientific search for ways of forming the readiness of primary school teachers for innovative activities in reforming modern primary education and implementing the Concept of the New Ukrainian School. Methodological features of formation of readiness for innovative activities of elementary school teachers in the conditions of scientific and methodical work of general secondary education institution are substantiated. The relevance of the innovative activity of the primary school teacher in the process of learning the educational branches of the primary school is emphasized. The structural composition of primary school teachers' readiness for innovative activities (levels, components, forms of organization, methodological tools) was analyzed. It has been proven that the need for purposeful influence on the development of teachers' readiness to implement innovative activities will positively affect the level of their professional competence.

The connection between the implementation of the conceptual foundations of the Concept of the New Ukrainian School and the organization of the innovative activities of primary school teachers in this context is revealed.

keywords: innovations, innovative learning, innovative activity, readiness for innovative activity, primary school teachers, Concept of the New Ukrainian School