On the Essence of Innovative-and-Pedagogical Activities of the Multilingual Education Subjects

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Abstract: The article presents the essence of innovative-and-pedagogical activities of the multilingual education subjects, which involves not only theoretical knowledge, pedagogical skills and organizational skills but the dominance of the creative component. Creativity in the context of innovative activity is considered to be a generating base.

Key words: Multilingual education · Activity · Innovation · Innovative process · Innovative-and-pedagogical activity · Activity of the multilingual education subjects · Creative experience

INTRODUCTION

Multilingual education, as a result of social and cultural transformation of the contemporary language situation in Kazakhstan is presented as an innovative process that pedagogy is understood as a managed process of creation, perception, assessment, development and use of pedagogical innovations [1]. Introduction of multilingual education determines the necessity of special system creation which ensures full activity in the subjects of changed education and the new conditions. Our understanding of this support is expressed as scientific and methodological maintenance of innovative-and-pedagogical activities of multilingual education subjects, which should determine the adequate perception and intensive development of didactic innovations [2-3].

Pointing out the essence of innovative-and-pedagogical activities of the multilingual education subjects, we have analyzed the following categories as: "activity", "pedagogical activity", "innovative activity", "innovation", "innovation theory", "novelty", "novation", "pedagogical innovation", "pedagogical novelty", "innovative education", "innovative teaching", "innovative processes " and etc. The main category of them is the category of activity which is thoroughly developed in modern sciences. This is proved by the evolution of the knowledge of its essence, when the concept of activities played and plays a dual role: 1) world outlook and expiricaly principle and 2) the methodological basis of a number of social sciences, where human activities have become the subject of study [4].

Main Part: In the context of our problem from the existing different classifications of activity forms (spiritual and material, productive, labor and non-labor) the greatest value have the reproductive (aimed at getting already well known results with the help of definite means) and productive activities, as the latter form involves creativity, associated with the development of new goals and appropriate means or achievement of definite purposes with the help of new tools. In pedagogical manifestations creative activity determines its innovative character, i.e. achievement of new results, means, methods of their preparation and overcoming of the traditional components of routine activities [5]. This proves another definition of innovation, which determines it as a social and pedagogical phenomenon that reflects its creativity and as the result out of normative activity [4]. Then, considering the activity of subjects of multilingual education as the innovative-and-pedagogical one, we will take into consideration, first of all, the dominance of its creative component. It has particular importance for the development of assessment mechanism of the subjects’ activity of multilingual education.
Realizing the transformative nature of activities, which can claim in absolute version on innovation of any activity, we decided to demarcate these concepts further studying the nature of innovation, first and foremost pedagogical one.

Study of the stated problem showed that the concept of "novelty" correlates to the concept of "novation" as the following interaction "result -- process", namely:

- The novelty - a new order, a new custom, a new method, an invention and a new phenomenon;
- The novation - a purposeful change, bringing in introducing environment the new stable elements that cause the transition of system from one state to another [6].

A similar pattern is with the concepts of "pedagogical innovation" (the result of scientific and practical creativity, excellent experience of teachers) and "pedagogical novation", which is interpreted a little bit broader, namely as:

- The purposeful change, which introduces the stable elements (innovations) into a new educational environment, containing an innovation and improving characteristics of separate parts, components and most of the educational system as a whole;
- The process of innovations acquisition (new tools, methods, techniques, technology and etc.);
- The search for the ideal techniques and programs, their implementation in the educational process and their creative interpretation.

The latter definition of novation rather refers to the scientific and research activities as "the search for the ideal practices" coupled with the idealization, which tends to any scientific research, but "creative interpretation" equally applies both to scientific research activity and to practical one. And again we are faced with the creative component of the activity. However, in the process of novation it is in relation to the top transformative activity which has generating character. It is confirmed if make the closer look at the classifications of following notions as "novelty" and "novation".

Pedagogical novelty is classified according to:

- The place of occurrence (in science or practice);
- The time of appearance (historical or contemporary);
- The degree of expectations, forecasting and planning (expected and unexpected, planned and unplanned);
- The facilities of implementation (timely and untimely, relatively easy to implement and difficult to introduce);
- The branches of pedagogical knowledge (didactic, historical and pedagogical, educational process management and etc.);
- The degree of novelty (absolute and relative);
- The degree of conversion of pedagogical processes (introducing fundamental and partial changes);
- The respect to the pedagogical system (systematic and non-systematic);
- The originality (original and less original) [7].

The bases for classifying novations are as follows:

- Types of activities - pedagogical, providing, managing;
- The object of change - resource, technological and productive;
- The nature of the changes - radical (which is based on a fundamentally new ideas and approaches), combinatory (new combination of existing elements), modifying (perfection and complementation of existing models and forms);
- The stature of the changes - local (changes of individual fields or components which are independent from each other), modular (interconnected and mutually agreed group of several local novations), systematic (full reconstruction of the system as a whole);
- The stature of usage - single and diffuse (interpenetrating; wide-spread and diffluent; fuzzy, vague);
- The source of origin - external (outside of the educational system), internal (developed within the educational system) [1].

This scientific material we have presented aiming at the demonstration of the complexity and ambiguity of relations between creative and transformative components of human activity. At the keyword level (novelty and novation) we see the intersection of effective and procedural phenomena. This level is much more complicated due to the introduction of "innovation (pedagogical)" and "innovation theory (pedagogical)" concepts:
Pedagogical innovation - innovation in pedagogical activities, a change in the contents of teaching and upbringing technology resulting in improving their efficiency;

Pedagogical innovation theory - a branch of pedagogical science that studies the process of updating the pedagogical activity, its principles, laws, methods and tools [7].

Thus, the analyses of the complexity of the concepts led to the emergence of an entire scientific field as innovation theory (pedagogical). Its theoretical developments are widely used by researchers that applying to the concepts "innovative education" and "innovative teaching". The former refers to the process and the result of such training and educational activities that stimulate and design a new type of activity, both as the individual and society as a whole [8]. The later concept - innovative teaching - has come under more scrutiny of scientists and is interpreted as:

- The special type of knowledge acquisition, an alternative to the traditional and regulatory training;
- The process of providing personal development of teachers and students through democratization of teachers’ position and inclusion into the joint creative, productive activities;
- The change of educational cooperation nature, creating high availability for an uncertain future on the basis of raising the level of development of intellectual and communicative activity and creativity;
- The special type of knowledge acquisition, which involves the development of abilities of students during cooperative work in the new situations;
- The purposefully projected learning process based on the usage of scientific and cultural knowledge;
- The purposefully organized situation of personality development where future and willingness to accomplish this future and the essence "training for tomorrow" are projected [5].

Without questioning the viability and validity of these assertions, we just denote them as a kind of starting point for further development of the pedagogical innovation, where the least but not the last definition is the concept of "innovative-and-didactic activities". Studying the problem of the research skills of the teacher, in this content Sh. Taubayeva highlights three areas of teacher’s professional activity and his self-education, one of which is innovative-and-didactic activities which comprises the design and creation of syllabus, textbooks, teaching aids and teaching materials for teachers, etc. [5].

The key to the delimitation of concepts as "converting activity" and "innovative activity" is in the nature of creativity. In the first case, the degree of creative freedom and the level of creativity are determined in a greater degree by purposefulness and hence, consciousness and management of this (modifying) activity. In innovative activity creativity is characterized by generating ideas, which often arises spontaneously, uncontrollably, purposefully. Appearing on the level of ideas, the generation of a new style and a new way in the subsequent process of thinking itself sets these goals and aims.

Having studied the nature of pedagogical innovation in correlation with the essence of multilingual education gives us the full reason for understanding the latter one as innovative education:

- Firstly, it is a new type of academic and educational activities, both for teachers and students;
- Secondly, the change of the teacher collaboration nature;
- Thirdly, it is education for "tomorrow".

There is no denying the fact that a teacher plays a leading role in the educational process. Therefore, for the organization of innovation processes in the system of education, the fundamental value has its qualifications, professional training, readiness to the implementation of own activities in the constantly and rapidly evolving pedagogical reality.

Having defined the scientific concepts in the field of teacher professional image, working out of his personal professional system, structural and functional components of his professional activity, the success of which depends on the level of theoretical knowledge, didactic skills and organizational skills. Inclusion into this activity structure of a fourth component - the creative experience - explains why we have designated it as the components of innovative-and-pedagogical activities (Figure 1). The nature of pedagogical innovation is determined, above all, by the creativity of teacher. And, as we have already mentioned, creativity in the context of innovative activity is considered to be a generating base [9-10].

Theoretical knowledge Didactic skills
Organizational skills Creative experience

Fig. 1: Components of innovative-and-pedagogical activities

So, the first three components (theoretical knowledge, didactic skills and organizational skills) inherent to traditional pedagogical activities, but the fourth component is determined by personal and motivational sphere of teacher's personality, his needs, aptitudes, abilities and interests.

The component "theoretical knowledge" certainly includes knowledge of the theory of classical and modern pedagogy and psychology. In conformity with multilingual education this component should be part and parcel of theory and technology of translation, comparative and ethnic linguistics, ethnopedagogics and ethnopsychology, although the knowledge in the field of pedagogical innovation theory and the subject taught. This list of knowledge stipulates, first of all, the language of study, i.e. whatever subject you taught, it is taught in a particular language. And if, for example, you make the decision to teach mathematics in English, in conjunction with the specifics of mathematics it is better to take into consideration the complexity of presentation the content of it in foreign language. The same situation is with the Kazakh and Russian languages when they are non-native for learners.

It is common knowledge that theoretical knowledge is the foundation, which largely determines the practical skills. Thus, the component "didactic skills" includes transformed professional and pedagogical knowledge that is formalized in certain didactic materials: from compiling lesson plans to textbooks and manuals. Didactic skills of the teacher can be seen in the selection, systemizing, structuring of educational information, in choosing optimally combined methods, means and forms of presentation of educational information. It is difficult to overstate the importance of theoretical knowledge in a particular area - pedagogy or psychology, didactics and linguistics etc. In the development of teaching skills all this knowledge are not "work" isolated from each other, but in organic symbiosis and stipulating each other.

However, even if it would be worked out an ideal educational and informational material and didactic mechanisms of its presentation without "organizational skills", they lose their effectiveness in the performance of practical actions: make demands, set to be more precise "declare" educational objectives, create favorable conditions for solving these tasks, organize and implement pedagogical interaction, etc. In this component of pedagogical activity it is clearly appeared professional and personal qualities of the teacher [11]. Components of the first two components in this matter can only be the pledge, but not mandatory of guarantee success. All the complexity of teaching activity is in practical actions to implement pedagogical ideas and plans.

CONCLUSIONS

Of course, these components are highlighted conventionally but they are not absolute. It is difficult to draw a clear line that uniquely identifies a particular activity. And so the fourth component of innovative-and-pedagogical activities, but in fact creativity in varying degrees and in different volume is presented in almost every act of pedagogical interaction. But, nevertheless, clearly distinguishing transformative and generating beginning of activity, we highlight creativity as a special and meaningful indicator of innovation. Lack of creative experience as part of the teacher activity features this activity as normative (traditional), but not innovative. Creative experience is characterized by a qualitatively new phenomenon, which assumes originality, social and historical uniqueness.

REFERENCES