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THE ROLE OF PSYCHOLOGICAL AND EMOTIONAL ASPECTS OF MEDIATION: EMPATHY, EMOTIONAL INTELLIGENCE AND SUPPORT FOR PARTICIPANTS

The term «pedagogical innovations» became widely used in Ukraine in the 1980s in the context of the restructuring of the domestic education system and the development of an educational development strategy. There is no consensus in scientific discourse on the definition of pedagogical innovations, which are often associated with the concepts of innovation, reform, modernization, improvement, optimization, and modernization, emphasizing that the creation of pedagogical innovations is a creative process of solving pedagogical problems by searching for new, original, and effective solutions. Therefore, innovations in education are purposeful activities aimed at creating, mastering, using, and disseminating innovations that are the result of scientific research and the best practices of educational workers, which require managerial support, in particular, purposeful selection, evaluation, and implementation in professional activities. Such innovative trends are associated with globalization and the integration of knowledge, formulating a characteristic feature of modern pedagogical science as innovation and openness to progressive renewal. In general, pedagogical innovations can be implemented both with the help of internal resources of the education system and through the attraction of external investments, new tools and technologies that contribute to the intensive or extensive development of education. The combination of intensive and extensive paths of development of pedagogical systems allows for «integrated innovations» based on the intersection of diverse, multi-level pedagogical subsystems and their components. With this approach, innovations will not be contrived, «external» measures, but will become conscious, cutting-edge technologies that can increase the effectiveness of the pedagogical system. Pedagogical ideas, processes, means, methods, forms, technologies, and content programs are considered pedagogical innovations. Scientific analysis of the literature indicates a significant influence of the external environment on the activities of higher education institutions, in particular on the need to adapt to different infrastructure conditions [1, p. 160]. A wide range of macroenvironmental factors affecting higher education institutions is also considered, covering economic, political, sociocultural, and other aspects [3, p. 30].

In addition, the introduction of pedagogical innovations into the education system, which is key to its modernization and adaptation to contemporary requirements, often faces sociocultural and

economic obstacles. Traditionalism in educational institutions can cause resistance to innovation, especially when it involves a shift from familiar methods to more interactive approaches, which is often perceived as a threat to the established order. The implementation of pedagogical innovations in higher education institutions requires strategic planning and responses to contemporary educational challenges. The effective implementation of innovations depends on long-term visioning that aligns the ultimate goals of the educational institution with external and internal needs. The development of long-term plans should involve the management team and stakeholders, adapting plans to potential changes in the environment [2, p. 145]. The integration of all stakeholders is key to the implementation of innovations. The involvement of the administration, faculty, students, and external partners contributes to the creation of an innovative environment. External partners make a particularly important contribution, as they can provide additional resources and perspectives. Technological upgrades, including the use of digital platforms and virtual laboratories, increase the effectiveness and accessibility of learning. Interactive methods, such as gamification and virtual reality, engage students and promote better learning. Systematic collection of feedback from students and teachers allows measuring the effectiveness of innovations and identifying areas for improvement. Feedback analysis is used to adapt teaching strategies. The implementation of pilot projects allows innovations to be tested in controlled conditions, determining their effectiveness and scalability. Such projects are important for adapting innovative solutions to the specific conditions and needs of educational institutions. Optimizing the process of implementing pedagogical innovations requires a comprehensive approach that combines strategic planning, optimization methods, and the active participation of all stakeholders [4, p. 208]. As a result, higher education institutions can not only improve the quality of the educational process, but also ensure its continuous development and adaptation to modern requirements [3, p. 33]. In addition, it is important to consider the psychological, social, and technical aspects of interaction between participants in the educational process for the effective integration of innovations. Financial incentives, such as grants and awards, and significant external funding play an important role in supporting innovative initiatives. Intangible motivators, such as recognition of achievements and career growth, are also important in stimulating creativity and scientific activity [5, p. 452]. Organizational changes, in particular the creation of innovation laboratories and incubators, provide resources and infrastructure for the development of innovation, which promotes the integration of new approaches into the educational process and stimulates the development of higher education as an active participant in the global educational and scientific space [2, p. 148].

The implementation of pedagogical innovations in higher education faces significant challenges, including technological, sociocultural, economic, and organizational obstacles, but at the same time offers opportunities for the development of educational systems. Effective technology upgrades, such as digitization, address key challenges to learning effectiveness, while cultural and budgetary constraints require a strategic approach to overcome. Optimizing the process involves developing strategies for technological renewal, professional development of teachers, and using feedback to improve the quality of educational programs. In addition, an important role is played by stimulating innovative activity through financial and non-material incentives that support active participation in innovation processes. Integrating innovation requires a comprehensive approach that ensures adaptation to cultural characteristics, expansion of the resource base, and active public involvement to create a favorable innovation environment.

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