

## USE OF EDUCATIONAL INNOVATIONS AS A MEANS OF SELF-FULFILLMENT OF A TEACHER IN PROFESSIONAL WORK

The article reveals the peculiarities of using educational innovations as a means of teacher self-realization in professional work.

First, the content of the basic concepts of the topic – "educational innovation", "professional self-realization" and their derivatives is disclosed.

By the concepts of "educational innovation" we understand the process and result of purposeful changes that involve the development / improvement of an innovative educational product, its use in the educational process, which increases the effectiveness and efficiency of the work of the educational institution (*Marynovska, 2022*); "professional self-realization" – the process and result of realizing one's own potential by the personality of a teacher as "the author of a free morally responsible act" (*Beh., 2018*); "potential" (from Latin *potencia* – generalized ability, opportunity, power) is considered by us as the ability to realize it designed for a goal; "innovative pedagogical practices" means the experience of using educational innovations in practice by teachers, which increases the effectiveness and efficiency of the work of the educational institution; "personality of the teacher-innovator" is a conscious individual who has his position, knows how to justify it and takes responsibility for his own decisions, in particular, regarding the development / use of innovations in professional work.

Secondly, the results of the monitoring / screen-2023 of the use of educational innovations by pedagogical workers of the region are presented.

The purpose of the monitoring (*Marynovska & Bihun*): to identify the use of educational innovations by teaching staff of general secondary education institutions of the region for the dissemination of the best innovative practices.

According to the results of the screen-2023, the highest indicators for groups of digital innovations, which are used by pedagogical workers for visualization of educational material (31,6%), activation of cognitive activity (31%); by groups of pedagogical technologies – activation (35,6%), problematization (17,2%), development orientation (16,7%) of the educational process.

The results of the monitoring / screen-2023 serve as the basis for compiling a data bank on educational innovations and innovative teachers, and the dissemination of best innovative practices.

Thirdly, the essential signs of self-realization of a teacher in professional work by means of innovations are revealed.

Personal and professional development can unfold both as a constructive and as a destructive process of qualitative changes. The latter is influenced by personal, social and professional factors that weaken creative self-realization, prompting the choice of an adaptive model of behavior (Table). Educators-innovators / innovators choose a model of behavior that is oriented towards self-realization in professional work by means of innovations.

Table

**Models of teacher behavior:  
adaptive and focused on self-realization**

<i>Personally meaningful orientations (according to B. Bratus)</i>	<i>Type of socio-professional activity (according to O. Kyrychuk)</i>
Pragmatic sense	ADAPTATION
Innovation is introduced by the teacher as an end in itself in order to adapt to certain conditions, so an adaptive model of behavior is chosen (motive to avoid failure, forced need; emotional value marker – “to be like everyone else”)	

Egocentric sense	1 stage of self-realization – SELF- EXPRESSION
<p>Innovation is implemented by the teacher as a means of self-expression – the first stage of self-realization (motive of recognition; acceptance of one's own self-worth; emotional and valuable marker – "showing oneself")</p>	
Group-centric meaning	The 2nd stage of self-realization is SELF- AFFIRMATION
<p>Innovation is introduced by the teacher as a means of self-affirmation – the second stage of self-realization (motivation to achieve success; recognition of self-worth in the group – a pronounced conflict of professional interests; emotional and value marker – "belonging to the group")</p>	
Prosocial meaning	The 3rd stage of self-realization is SELF- ACTUALIZATION
<p>Innovation is implemented by the teacher as a means of self-actualization – the third stage of self-realization (prosocial motivation, internal need for help, service to others; recognition of the self-worth of each individual; emotional and valuable marker – "with a thought for society")</p>	