INNOVATIVE TRAINING – REFORMS, MENTORY, APPLICATION

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Abstract:-
The article discusses the normative and activity-pragmatic changes in Bulgarian education. Innovation is considered to be a strong driver for improving the quality of education. It presents the normative, scientific and pragmatic characteristics of pedagogical innovation. At the same time, it presents its application function in real time – through the work of an innovation mentor, an innovator teacher and its students. On an operational level, innovation is seen through the effective use of ICT as well as through its value-reflection – the development of cooperation, empathy and volunteering.

Key words:-*Innovation, education, reform*

REFORMS IN BULGARIAN EDUCATION
(INTRODUCTION)

European projections for quality in education give their reflections not only in higher education as a quest for a common European space, but also in secondary education from 112 grade. Since 2016, Bulgarian secondary education has implemented reforms that meet the national and European priorities of the state. A New Law on Pre-school and School Education was adopted, which introduced many new accents. The need to introduce and identify schools of a new class, called innovative schools, was identified. It defines the definition of innovative school and innovation in the school. Of course, these definitions have a strictly pragmatic and active charge related to class organization, teacher's work, school management and director's activities. Innovative schools designate those schools that "carry out targeted, planned and controlled change by introducing innovative practices that address organizational and substantive issues in the educational process: (Ordinance 9/2016, Art. 70). This Ordinance deals with the Standard on Institutions in the system of pre-school and school education. It stipulates that innovative schools achieve an improvement in the quality of education, such as:
- develop and introduce innovative elements regarding the organization and / or content of the training;
- organize in a new or improved way the management, training and educational environment;
- use new teaching methods;
- Develop new learning content, curricula and curricula.

Innovation in school is regulated as "the ultimate result of innovation activity that has been realized in the form of a new educational product or a sophisticated process used in practical activity" (Ed.). Innovative schools are a modern school model in which students will improve educational outcomes and increase critical thinking and creativity through innovative learning processes, teaching methods, school leadership, and curricula. Innovative schools are a model for building a new educational paradigm through which students will improve their educational outcomes and increase critical thinking and creativity through innovative learning processes, teaching methods, school leadership, and learning strategies. In order to be identified as innovative, the school has to prove that by introducing innovative elements, by re-developing the curriculum, the curricula and programs enhance the quality of education, innovative schools have greater freedom to apply new, modern, innovative teaching methods.

In the scientific literature, understandings of innovation are found in a more operational aspect. Here, they are important to justify the pragmatic structure and activity characteristic of innovation discussed in the following rows. According to Clarin, M. "... in its fundamental sense, the notion of innovation refers not only to the creation and dissemination of novelties but also to the change in the image of the activity and the style of thinking that are connected with it" (Clarin, M.V., 1994). Stefanova, M. examined the operational structure of pedagogical innovation in its subjectivity. As a subject of pedagogical innovation she looks at three main subjects.
1. The teacher, 13nalyse1313 pedagogical innovation, creates such a "learning environment for the pupil .... in which the student acquires certain knowledge, developing his / her common, social, special, skills and competences, according to his / her abilities and interests, and with a view to successful inclusion in the life of society.
2. "... the other major subject in one of the main educational interactions (related to educational innovation – author) is the disciple .... In which these two entities by their two reciprocating derivatives activities" in the pedagogical innovation – teaching and learning.
3. The consumer: "The third social role, apart from the role of" subject "and" partner ", is the role of user of the innovation service." (Stefanova, M., 2005)

The three main roles in pedagogical innovation: teacher-author, pupil-participant, user are united in pedagogically generalized innovation subject, through social acceptance and recognition of innovation activity. Pedagogical innovation, which is a key driver in enhancing the quality of education, can also be seen through a synergic approach. It then acquires a value aspect because "the success of any undertaking is equal to the good relationship between the people involved in it ..." (Glaser, W. 2001)

Parallel to the introduction of the New Law on Pre-school and School Education (2016), the reform for the change of the curricula for the elementary school was implemented. This change reveals the modern dimensions of the democratization function in the Bulgarian European education. The adaptation and updating of the curriculum content is dictated by a number of changed social and social conditions: economic and social changes; and/migration and cultural differences; highlighting the growing importance of acquiring communication skills in different contexts; listening skills; language communication culture expressed through speaking in the mother tongue, the official language of the country as well as one or more foreign languages and many others. Etc. Such projections change the substance of a number of approaches related to the modern learning process. Namely: developing the methodological perspective not only for disciplinary but also for interdisciplinary approaches and competencies. Stimulating innovations related to the introduction of appropriate methodologies in the teaching practice. Stimulating innovations related to the development of curricula in line with local issues, national priorities and international co-operation. The scientific and theoretical view on the issue of innovation in school makes it possible to scientifically justify. In this way, it finds its scientific-pragmatic applications.

Scientifically, innovation in school practice is understood as:
- innovation with a focus on cognitive and axonal processes;
- innovation with a focus on educational (in-school / management) models;
- Innovation with a focus on the educational product.

Innovation is defined as the state or knowledge of team professional competence. It is a pedagogical idea, it is commented, it is evaluated by a professional circle (team), it is 14nalyse14 in a practical and practical aspect, it is planned in advance, and it is implemented. In other words, the focus of innovation is on the overall methodological process, on the complex opportunity for pedagogical innovation in the learning process. In this sense, innovation is seen as a structural component of the democratization function of education. And then to modern curricula.

The idea of realizing innovations in the school led to the creation of a network of innovative schools in Bulgaria, as a common European area for improving the quality of education was created. The Innovative Schools Network will create the new educational space in secondary education. This will develop the quality, level and relevance of the developed competences through training. The two sides of innovation – pragmatic and scientifictheoretical – give the opportunity to multiply the idea. This creates a network of innovations and mentoring between secondary and tertiary education. As a result of the educational reforms started, the Strategy for Effective Implementation of Information and Communication Technologies in Education and Science of the Republic of Bulgaria (2014-2020) was implemented. The vision for the introduction of ICT in Bulgarian education and science is related to the development of a unified modern ICT environment for education, science and innovation. Part of the priorities are: introduction of integrated digital governance in all spheres of education and science; priority development of universal, universal and compliant (standardized) electronic content (including access through its own mobile devices), etc.

The main objectives of the Strategy are to:
- creating equal opportunities for everyone to obtain quality education services at the level of contemporary requirements and trends, regardless of the place of residence and training using modern ICT;
- shaping people adapted to life in the information society with all its capabilities, threats, challenges and risks;
- Making a smoother, more efficient and manageable transition of society towards a knowledge economy.

The Strategy recognizes that a modern learner, a student, must have permanent access to electronic educational resources and services. This also applies to the participants in the educational process at all levels – parents, teachers, teachers and scholars. The mobility of each participant in the education process is at the core of mobile education in the new information society. One of the main trends – switching to interactive education in school education, using electronic online tools and electronic textbooks – is clearly defined. This in turn requires different types of teaching, teachers' skills and the preparation of the curriculum. An important element of the Strategy for this article is the idea of on-line communication in the learning process.

The educational process within the framework of the concept of e-learning and mobile learning is provided not only by trainers-learner communication but also by active networking (including social networking) between learners through the exchange of knowledge, skills and good practices in the self- work. It raises the serious question of developing methodologies for effective and well-founded use of ICT in the education process, resulting in significant educational outcomes. Effective use of ICT implies that visibility, emotional intensity of educational activity, motivation of learners are increased; educational tasks that are impossible or inappropriate to solve without the use of ICT are solved. The deployment of ICT contributes to creating a new atmosphere where the most important elements are the cult of knowledge and critical thinking.

The following lines examine the practical application of these three important trends in the Bulgarian educational area: application of the new school law, development of innovation through the use of the effective use of ICT resources.

What it is to be a mentor of ICT innovation?

Mentoring in the leadership of innovation is a method that gives freedom of choice, supports practical skills, and puts a teacher, mentor and students in partnership equally, respecting the individuality of the individual. Scientific 14nalyse1414ng and leadership of an innovation is a professional and personal challenge because it is critical to its true and sustainable success. The impact factor of an innovation is in its multiplier effect when its significance is transmitted and has the potential for improvement and correction.

The mentoring process takes place in several stages:
1. Training and development of knowledge and competences for mentoring in the future mentor.
2. Training and development of teacher knowledge and competences – future innovator.
3. Shaping the idea of innovation.
4. Structuring the stages of innovation.
5. .Methodology for the development of innovation
6. Practically innovative activities – teacher approbation – innovator.
7. Monitoring of practical innovative activities – verification by the mentor.
8. Methodological and corrective analysis of innovation activities by the mentor.
9. Introduction of the new methodology and the restructuring of the learning process – by the teacher – innovator.
10. Appreciation of new research technologies related to the determination of the success rate of innovation (not the activities of the pupils) – by the mentor.
11. Verify the results of innovation training.

The first stage of innovative learning planning is related to the motivation and subordination of mentors and innovators. Preparing for a mentor of innovation is a lengthy, long process. Within the article it can be said that this training goes beyond national learning and training. Knowledge, skills and competences to manage this innovation relate

to my professional skills in the field of civic education, tolerance and the use of ICT in education; my participation at the European and World Innovation Teachers Forum in Berlin and Cape Town, 2010. As an Associate Professor at the Faculty of Pedagogy at the Thracian University, I have the opportunity to conceive, evaluate and manage innovation as an integral scienceapplied construct.

The second stage of preparation for innovative learning is related to motivating and developing the skills of the teacher – a future innovator. This teacher goes through a number of trainings for interactive applications and computer programs. The first trainings of teachers in which I am a trainer and mentor are being held in 2010. Teachers – future innovators, go through interactive technology trainings – Mouse Mischief, Envision, Jumpido. The first two platforms allow students in one class to use one computer and work with many computer mice. The second platform is based on a 15nalys sensor that captures the movements and multiplies them on the whiteboard. In this way an actual and continuous learning process is realized. (Neminska, R, 2014) This second stage is being developed by training for other interactive platforms – Bee-Bot, Kodu. A new stage in the development and preparation of ICT innovation is achieved with the introduction of tablets and mobile devices for educational purposes; use of Class Dojo, "Learning", "Phoenix" site, added reality. In this way, students communicate directly with the creators of educational products and platforms, offer ideas for improving software solutions for learning purposes.

The third and fourth stage in the development of innovative ICT training is the shaping of innovation itself. It is not possible to apply all possible ICT education platforms without being structured thematically and in terms of activity. At this stage, the mentor 15nalyse15 the target group with which innovative training will be conducted, examines their attitudes and expectations. The class of pupils with whom the trial was conducted is multireligious – it consists of Bulgarian Christians, Bulgarian Muslims and Bulgarian-Roma. Some of them are without parents or one parent. This was one of the reasons why this class was to be considered as an innovative training. The idea of innovation was shaped by the idea of developing respect, empathy and attitudes to sharing with children in need. ICT innovation is: "To share and support children in need." Goal: To enrich learning content with ICT – products made by students in the innovative class for sharing and giving. Training content is being prepared for three categories of users: children with special educational needs, pupils who live in bilingual environments and study in Bulgaria; Bulgarians abroad. The focus of these addressees is: the care of a classmate with special educational needs, which is used for the attention, love and protection of the whole class; the presence of bilingual students in the school; our friends from home schools abroad – Bulgarian children living in Spain, USA, Canada, and Ukraine.

Fifth stage – methodology for innovation development. This stage is entirely developed by the mentor. This includes the use of integration interactive complexes. These complexes include combined interactive methods that best serve the purpose of innovative learning. Case scenarios, application of interdisciplinary training, simulation-based training are planned. The implementation of these integration complexes develops cognitive and communicative skills of the students. Ability to manage emotional intelligence is developed. The second level in this complex is working with the ICT tools that create the real electronic resource. In this way, students develop a number of social skills that are missed in the digitization of society.

Stage six – Practical activities – teacher approbation – innovator. The planned methodology by the mentor is fully implemented in the established Summer Academy. It has no statutory status. The principle of volunteering is the lead of the visit and it turns out that all students visit it. In the summer academy, the training, the informal communication is realized.
Teams of students discuss and develop their educational resources on all subjects. Provide in electronic form key themes of the first and second class content. They make their first school boards, electronic books and puzzles, tests and quizzes, posters and karaoke, movies, presentation and game modules. Future third-grade students seek and study information, cooperate, collaborate, exchange experiences, have fun.

In the seventh and eighth stages, verification and correction work was carried out not only on the management of innovation but also on its preparation for application at school time – in the classes of learning during the school year. A strong correctional activity has undergone the integrative interactive complex, which is oriented towards structured classes. The innovative project works in small groups – before and after classes. Each team creates at its own discretion and choice own resource according to the areas of competency in the 1st, 2nd and 3rd grade curricula. Students have full freedom to define their role. In some cases, everyone in the group has equal obligations and participation. In another, they choose a lead author, and the rest perform supporting activities. There are three classes of grammar in which innovative training is developed, which we consider to be extremely inadequate. By that time – 2019, the two-year ICT innovation is still undergoing a trial and verification process. The planned last three stages are to be implemented and then the impact of the innovative ICT training model can be considered.

Instead of concluding:
The words of the teacher – innovator: "The responsibility of the teacher is great. It is practically available to its students unlimited in time. It is necessary to control the quality of the work done, to ensure safety in the Internet environment, which has proved to be fully achievable. That is why he is the co-author of the student students at every stage. Digital content is significant with its real relevance in learning. In the classroom, parallel to electronic learning products, it is also useful to work with paper. Not only do we put the up-to-date educational value on top and embed the innovation into proven tradition. But the risk of untruthful mention of true answers is also excluded. In a team and tolerant environment, children reflect, interpret, operationalize with information, 15nalyse objects, phenomena, and processes, understand, and apply in new situations the acquired. Providing this optimal balance between digital and read-written activity, the teacher will be both useful and successful. They need to be informed about all the new developments in ICT

technology, to find opportunities for their use in education, to learn on a continuous basis. I'm looking for ways to easily and cheaply provide technology. We use 1 or 2 computers, 1 multimedia projector, and free mobile apps. I'm looking for innovative classroom software solutions. Thus, as debaters with students, we receive a free package of services or a right to preferential prices. Whenever possible, we also use our personal mobile devices. The problem is that high-end technology requires good technical parameters. The social status of families and school conditions do not allow them to be purchased. But this unlocks our ingenuity and finds alternative solutions "(RP – teacher-innovator).

The words of the mentor: What does innovation give us? The position of students in school is radically changing. Voluntarily engaged, they volunteer to learn and operate with information from various channels – textbooks, reference books and fictional literature controlled online. They implement the principles of "learning through participation" and "learning by doing". And they provoke constructive activity to move from level of sensitivity to levels of generalization, abstractness and application of the acquired experience in practice. Improving functional literacy, the need for learning is already realized. Everyone's own selfesteem in the educational space and public progress brings joy and satisfaction. The school donates them with an authoritative presence in education and significance in the world. By creating educational products for children with mother tongue other than Bulgarian, pupils with special educational needs and Bulgarian children in their home schools abroad, approbation students learn about differences, develop respect, learn to see problems from different points of view, discover the progress of their support and ... something very valuable – enrich themselves – cognitively and personally.

The impact factor of innovation is an indication that society recognizes the true meaning of educational innovation – transforming the focus from so-called "paper learning" into a desire for creative exploration of the world and a commitment to its future. Students do not memorize, but reconfigure and restructure the information to make it a resource for use. Driven by the good and the beautiful in the care of the other, our girls and boys grow up as researchers and creators of their own cognitive world. "When I create something for the other, I actually help myself" – these words, shared by one class child, represent the value and importance of the innovative school.

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