INNOVATIVE EDUCATIONAL TECHNOLOGIES - MODERN TEACHING METHODS

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Annotation. In article the author opens modern innovative technologies in higher educational an institution. On the one hand, technology is associated with a certain system of activity, which includes certain normatively fixed methods of activity, a system of means that ensure its implementation. On the other hand, the introduction of a new technology leads to a change not only in the activity itself, but also causes a significant restructuring of target attitudes, a system of specific knowledge necessary for its implementation.

Keywords: Pedagogy, innovation, technology, innovative technology, modern technology, interactive methods.

In modern psychological and pedagogical literature of recent years, the concepts of «innovation», «pedagogical technologies», «teaching technologies», etc., are quite often encountered. «Technology» as a scientific term originates from the Greek «tehne» (art, skill) and «logos» (science). In the future, the concept of «technology» has become quite widely used in other areas of activity, i. E. acquired a broader interpretation. According to E. de Bono, technology is the process of producing something useful based on the use of knowledge. Currently, the concept of «technology» is used not only in industry, but also in the field of science and education.

The study and analysis of scientific and pedagogical literature showed that the concept of «pedagogical technology» has a different interpretation for many authors, for example: technology is an art, craftsmanship, skill, a set of processing methods, state changes. Learning technology is a chain of actions and operations directed and oriented towards results.

Pedagogical technology - a set of psychological and pedagogical attitudes that determine a special set and arrangement of forms, methods, methods, methods of teaching, educational means; it is the organizational and methodological toolkit of the pedagogical process. At the same time, the object of pedagogical technology is understood as the structure and logic of constructing the pedagogical process, the ways of organizing it for the implementation of pedagogical goals in accordance with certain principles and conditions.

Pedagogical technology is a description of the process of achieving planned learning outcomes. In our understanding, technology is a chain of results-oriented actions and operations.

Pedagogical technology is a systematic method of creating, applying and defining the entire process of teaching and assimilating knowledge, taking into account technical and human resources and their interaction, which aims to optimize the forms of education.

From the above characteristics, the most essential features and characteristics of pedagogical technologies can be distinguished:

• technology is developed for a specific pedagogical concept, which is based on a certain methodological, didactic, psychological, philosophical position of the authors or group of authors;

• the technological chain of its constituent actions, operations and connections is implemented in full accordance with the adopted targets and specific expected results;

• teaching technology provides for the interrelated activities of the teacher and the student, taking into account the possibilities of individualization and differentiation of teaching, and the use of technical, including computerized teaching aids;

• any teaching technology is developed and implemented as a solution to a multicriteria problem with obtaining the maximum planned results with a minimum of funds and labor expended on it;

• pedagogical technologies are planned taking into account the fact that they can be reproduced by any teacher and will ensure the achievement of the intended results by all students;

• teaching technologies certainly include various diagnostic (didactic, psychological, sociometric, etc.) procedures containing criteria, indicators and tools for measuring the results of the activities of the subjects of the pedagogical process [1, pp. 18-22].

The problem of pedagogical teaching technologies was directly revealed in the works of E.R. Argunova, A.V. Bespalko, V.P. Bespalko, I.V. Borisova, A.S. Verbitsky, A.M. Voronin, V.V. Guzeeva, A.E. Denisova, O. V. Dolzhenko, T.A. Ilyina, M.V. Klarina, G.V. Latysheva, T.A. Masharova, E.I. Mashbitsa, G.I. Mikhailovskaya, V.Yu. Pityukova, V.V. Serikov, V.D. Simonenko, I.F. Talyzina, A.I. Uman, O.K. Filatova, A.I. Yakovlev, F. Yanushkevich.

In the technological approach to the educational process, the following are distinguished: setting goals and their maximum clarification with a focus on achieving results; content profiling; setting materials and organizing the entire course of the educational process in accordance with educational goals; assessment of current results; correction of the components of the educational process, aimed at achieving goals; final evaluation of results and new goal-setting.

Teaching technology is defined as a set of actions for the selection and determination of the order and sequence of the use of didactic means, the organization of forms and methods of teaching [2, p. 42].

Learning technology is the process of implementing the learning content that ensures the most effective achievement of the set goals. Classification of learning technologies:

By the object of influence:
• teaching students;
• advanced training and retraining of specialists.
By subject environment:
• for technical disciplines;
• for natural sciences;
• for humanitarian disciplines;
• for special, artistic disciplines, etc.
By the means used:
• informational;
• video technical;
• problem-activity;
• reflective, etc.
On the organization of educational material:
• individual;
• collective;
• mixed.
For the methodological task:
• technology of one item;
• technology of one tool;
• technology of one method.

Innovation activity in its most complete development presupposes a system of interrelated types of work, the totality of which ensures the emergence of real innovations [5, p. 42]. Namely:

- research activities aimed at obtaining new knowledge about how something can be («discovery»), and how something can be done («invention»);

- project activities aimed at the development of special, instrumental and technological knowledge about how, on the basis of scientific knowledge in given conditions, it is necessary to act in order to get what can or should be («innovative project»);

- educational activities aimed at the professional development of subjects of a certain practice, at the formation of each personal knowledge (experience) about what and how they should do so that the innovative project is embodied in practice («implementation»).

An innovative educational technology is a complex of three interrelated components:

1. The modern content that is passed on to students involves not so much the development of subject knowledge as the development of competencies that are adequate to modern business practice. This content should be well structured and presented in the form of multimedia educational materials that are transmitted using modern means of communication.

2. Modern teaching methods are active methods of forming competencies based on the interaction of students and their involvement in the educational process, and not only on passive perception of the material.

3. Modern infrastructure of training, which includes information, technological, organizational and communication components, allowing you to effectively use the advantages of distance learning [1].

At the moment, a variety of pedagogical innovations are used in the education of the university. It depends, first of all, on the traditions and status of the institution. Nevertheless, the following are the most characteristic innovative technologies.

In educational practice, this is the design of students in their cultural and activity specificity, that is, the design of such an educational space where this development can be carried out. In other words, the design of a system of developing and developing education is possible if simultaneously carried out: psychological research of age-normative models of personality development, pedagogical design of educational programs and technologies for the implementation of these models, co-organization of all participants in the educational process, design of conditions for achieving new goals of education and means of solving problems development [4].

There are probably hundreds of examples of design work being carried out in modern domestic education. Let's designate only a few types of such work:

- at the level of an individual teacher - this is the design of educational programs that include educational, educational, pedagogical subprograms;

- at the level of the head of the educational structure - this is the design of the type of education provided by a system of specific educational programs;

- at the level of management in education - this is the design of programs for the development of educational structures of various types, the set of which is adequate to the existing contingent of children, pupils, students;

- at the level of policy in education, this is the design of the educational system as a socio-cultural infrastructure of a particular region or country as a whole.

Personally-oriented technologies place the personality of the student at the center of the entire university of the educational system, ensuring comfortable, conflict-free and safe conditions for its development, the realization of its natural potentials [5, p. 49].

The use of such an innovative technology as an information-analytical methodology for managing the quality of education allows you to objectively, impartially trace the

development in time of each child individually, class, parallel, and the audience as a whole. With some modification, it can become an indispensable tool in preparing classroom - generalizing control, studying the state of teaching any subject of the curriculum, studying the system of work of an individual teacher.

Analysis and diagnostics of the quality of teaching of each student using testing and graphing the dynamics of progress. It is an integral factor in the modern learning environment. It is implemented in the form of involving students in additional forms of personality development: participation in cultural events according to national traditions, theater, student creativity centers, etc. Here, both already known and proven techniques can be implemented, as well as new ones. This is independent work with the help of a textbook, play, design and defense of projects, training with the help of audiovisual technical means, the «consultant» system, group, differentiated teaching methods - the «small group» system, etc. Usually, various combinations of these techniques are used in practice. [3].

The methodological goal of any lesson is to create conditions for the manifestation of students' cognitive activity. The features of the lesson are:

Organization of cognition - «from students», ie. what they know or don't know. The transformative nature of students' activity: observe, group, classify, draw conclusions, find out patterns. Intensive independent activity of students associated with emotional experience, which is accompanied by the effect of unexpectedness of the task, the inclusion of an orientation-research reaction, the mechanism of creativity, help and encouragement from the teacher. Collective search, guided by a teacher, which is provided with questions that awaken the independent thought of students, preliminary homework.

In conclusion, we can say that the identified general goals and means of organizing a lesson in the technology of developing education are concretized by the teacher, depending on the purpose of the lesson, its thematic content. Creation of pedagogical situations of communication in the lesson, allowing each student to show initiative, independence, selectivity in the ways of work; creating an environment for the natural expression of the student.

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