



PEDAGOGICAL INNOVATIVE TECHNOLOGIES IN HIGHER EDUCATION

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ANNOTATION

With the introduction of modern technologies in the educational process of the higher education, teachers are increasingly mastering the functions of a consultant, tutor, adviser, organizer. This requires special psychological and pedagogical training, since the professional activity of a technical higher education teacher is implemented not only special, disciplinary knowledge, but also modern knowledge in the field of pedagogy and psychology, technology of training and education. On this basis, the readiness to perceive, evaluate and implement pedagogical innovations is formed.

KEY WORDS: *innovation, pedagogical technology, higher education, innovative activity, modern education.*

DISCUSSION

In accordance with the concept of modernization of education, the main goals of vocational education are: training of a qualified employee of the appropriate level and profile, competitive in the labor market, competent, responsible, fluent in their profession and oriented in related areas of activity, capable of effective work in the specialty at the level of world standards, ready for continuous professional growth, social and professional mobility. The goal of modernizing education is to create a mechanism for sustainable development of the education system.

At various stages of its development, the society has set new standards and requirements for the workforce. This necessitated the development of the education system. Education as a process and result can be effective and high-quality, if there are clearly formulated concrete educational ideas, and they are accepted personally significant by all participants in the educational process. To do this, education should go into a special innovative development mode, in which it is possible to preserve the best traditions of our national education and at the same time take into account the world trends in the development of educational systems, and correlate our education with world norms and standards. The priority step on this path is the priority project "Education", which sets strategic goals for innovative development of education. One of the means of such

development is innovative technologies, that is, they are fundamentally new ways and methods of interaction between teachers and students that ensure effective achievement of the results of pedagogical activity.

A large number of talented scientists and teachers have been and continue to be engaged in the problem of innovative technologies. Scientific innovations that advance progress cover all areas of human knowledge. One of the types of social innovation is pedagogical innovation.

Pedagogical innovation is an innovation in the field of pedagogy, a purposeful progressive change that introduces stable elements (innovations) into the educational environment that improve the characteristics of both its individual components and the educational system as a whole.

Pedagogical innovations can exist both at the expense of the educational system's own resources (intensive development path) and at the expense of attracting additional capacities (investments) – new funds, equipment, technologies, capital investments, etc. (extensive development path). The main directions and objects of innovative transformations in pedagogy are:

- Design of new models of the educational process;
- Development of concepts of strategies for the development of education and educational institutions;



- Updating the content of education, changing and developing new technologies for training and education;

- Improving the training of teachers;
- Providing psychological and environmental safety of students, development of health-saving technologies of education;

- Ensuring the success of training and education, monitoring the educational process and development of students;

- Development of new-generation textbooks and manuals.

Progressive innovations arise on a scientific basis and contribute to the advancement of practice. In pedagogical science, a fundamentally new and important direction has emerged—the theory of innovations and innovative processes. Education reforms are a system of innovations aimed at radically transforming and improving the functioning, development and self-development of educational institutions and their management system.

Innovative learning technologies include: interactive learning technologies and computer technologies. The main goal of lectures on interactive learning technologies is the acquisition of knowledge by students with their direct effective participation. Among the simulated problems can be scientific, social, or professional, related to the specific content of the educational material. Setting the problem encourages students to actively think, to try to answer the question independently, causes interest in the material being presented, activates the attention of students. T

he seminar-debate involves a collective discussion of a problem in order to establish ways to solve it reliably. The seminar-debate is held in the form of dialogical communication of its participants. It involves high mental activity, instills the ability to conduct polemics, discuss a problem, defend your own views and beliefs, and express your thoughts concisely and clearly. The functions of the actors in the seminar-debate may be different.

Educational discussion is one of the methods of problem-based learning. It is used in the analysis of problem situations when it is necessary to give a simple and unambiguous answer to a question, and alternative answers are assumed. In order to include all participants in the discussion, it is advisable to use the method of cooperative learning (educational cooperation). This method is based on mutual learning when students work together in small groups. The basic idea of educational collaboration is simple: students combine their intellectual efforts and energy in order to complete a common task or achieve a common goal (for example, to find solutions to a problem).

The technology of project-based learning contributes to the creation of pedagogical conditions for the creative abilities and personality qualities of the student, which he needs for creative activity, regardless of the future specific profession.

Computer learning technologies are the processes of collecting, processing, storing and transmitting information to the learner via a computer. The use of computer technologies in the system of professional education contributes to the implementation of many pedagogical tasks.

Innovations, or innovations, are characteristic of any professional activity of a person and therefore naturally become the subject of study, analysis and implementation. Thus, innovations involve the introduction of innovations in medical education. Innovations do not arise by themselves, they are the result of scientific research, pedagogical experience of individuals and entire teams. This process cannot be spontaneous, it needs to be managed. On this basis, the readiness to perceive, evaluate and implement pedagogical innovations is formed.

The concept of "innovation" means innovation, novelty, change; innovation as a means and process involves the introduction of something new. In relation to the pedagogical process of a University, innovation means introducing new things into the goals, content, methods and forms of teaching and upbringing, organizing joint activities of a teacher and a student.

Individual, frontal forms of education are traditional, while collective forms are fundamentally new in modern education. In recent years, students' interest in teaching has fallen sharply, which to a certain extent was facilitated by outdated forms of classes. The search for innovations in forms of education led to the emergence of the so-called system of managed self-learning of students. In understanding the essence of innovative processes in education, there are two major problems of pedagogy—the problem of studying, generalizing and distributing advanced pedagogical experience and the problem of implementing the achievements of psychological and pedagogical science in practice.

The need for innovative orientation of pedagogical activity in modern conditions of development of society, the health care system and education is determined by a number of circumstances.

First, the ongoing socio-economic transformations have led to the need for a radical update of the education system, methodology and technology for organizing the educational process in medical institutions. The innovative orientation of these institutions, which includes the creation, development and use of pedagogical innovations, is a means of updating the system of training mobile personnel for health care.



Secondly, the strengthening of the humanization of the content of medical education, the continuous change in the volume and composition of academic disciplines, the introduction of new approaches to training require a constant search for new organizational forms of educational activities. In this situation, the role of active independent work of students increases significantly.

Third, the change in the nature of the attitude of teachers to the very fact of mastering and applying pedagogical innovations. In the conditions of strict regulation of the content of education, the teacher was limited not only in the independent choice of new programs, textbooks, but also in the use of new methods and methods of educational activities with students. If earlier the innovative activity of medical universities was mainly limited to the use of top-recommended innovations, now it is becoming more selective and research-oriented. That is why an important direction in the work of each teacher is the analysis and evaluation of innovations introduced, creating conditions for their successful development and application.

Interesting is the so-called "learning pyramid", compiled according to the results of American studies:

Lecture-monologue 5 %
Reading (independent) 10 %
Audio-video learning 20 %
Display (demonstration) of actions, manipulation 30 %

Discussion group (discussion of educational material in a small group) 50 %

Practice in the process of activities 75 %

Teaching others (student teaches student) 90 %

The latter form is collective, and is implemented at a high level of intensity. With such training, there are some elements of cooperation, collectivism, increased interest in learning, independence, initiative of students is formed - the main disadvantages of traditional forms of organization of the learning process are eliminated. Typically when considering of those or other methods or forms of education carried out their assessment from the point of view of cognitive activity of students. Techniques for activating cognitive activity within the framework of traditional learning have been developed and are being developed, which has been fundamentally changed for centuries, and, consequently, its effectiveness, if increased, is due to the use of these techniques.

Teachers believe that when considering the active learning process and the forms of its organization, it is necessary to disclose first of all the social activity and interaction of students in the learning process, the student in the process of learning affects the surrounding classmates and transforms their consciousness and behavior, raises

them to a higher level. Teachers have long been concerned about the social passivity of many modern students. The analysis of the forms of organization of the learning process shows what causes this mass social passivity of students.

Innovative training technologies that reflect the essence of the future profession, form the professional qualities of a specialist, are a kind of testing ground where students can work out professional skills in conditions close to real.

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