

MODERN INNOVATIVE TECHNOLOGIES IN EDUCATION AND THEIR APPLICATION

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ABSTRACT

For a skillful and conscious choice from the existing bank of pedagogical technologies, precisely those that will achieve optimal results in training and education, it is necessary to understand the essential characteristics of the modern interpretation of the concept of "pedagogical technology".

Keywords: a didactic system of combining different methods and teaching methods of teaching, using which the teacher, systematically creating and using problem situations, ensures a strong and conscious assimilation of knowledge and skills by students.

СОВРЕМЕННЫЕ ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ И ИХ ПРИМЕНЕНИЕ

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Аннотация:

Для умелого и осознанного выбора из имеющегося банка педагогических технологий именно тех, которые позволят достигнуть оптимальных результатов в обучении и воспитании необходимо понимать сущностные характеристики современной трактовки понятия «педагогическая технология».

Ключевые слова: дидактическая система сочетания разных методов и методических приемов обучения, применяя которые педагог, систематически создавая и используя проблемные ситуации, обеспечивает прочное и осознанное усвоение знаний и умений обучающимися.

Currently, the teaching methodology is going through a difficult period associated with a change in the goals of education, the development of state educational standards based on a competency-based approach. Difficulties also arise due to the fact that in the basic curriculum the number of hours for studying individual subjects is reduced. All these circumstances require new pedagogical research in the field of methods of teaching subjects, the search for innovative means, forms and methods of training and education related to the development and implementation of innovative educational technologies in the educational process.

For a skillful and conscious choice from the existing bank of pedagogical technologies, precisely those that will achieve optimal results in training and education, it is necessary to understand the essential characteristics of the modern interpretation of the concept of "pedagogical technology". [1. pp. 45].

Analyzing the existing definitions, we can identify the criteria that make up the essence of pedagogical technology:

- definition of learning objectives (why and for what);
 - content selection and structure (what);
 - optimal organization of the educational process (how);
 - methods, techniques and teaching aids (with the help of what);
 - as well as taking into account the necessary real level of qualification of the teacher (who);
- and objective methods for evaluating learning outcomes (is this true).

Thus, "pedagogical technology" is such a construction of the teacher's activity, in which the actions included in it are presented in a certain sequence and suggest the achievement of a predictable result.

[2. pp.13]

What is "innovative educational technology"? It is a complex of three interrelated components:

1. Modern content, which is transmitted to students, involves not so much the development of subject knowledge, but 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 developing competencies based on the interaction of students and their involvement in the learning process, and not just on passive perception of the material.
3. A modern learning infrastructure that includes information, technological, organizational and communication components that allow you to effectively use the benefits of distance learning. A generally accepted classification of educational technologies in Russian and foreign pedagogy does not exist today. Various authors approach the solution of this topical scientific and practical problem in their own way.

Innovative areas or modern educational technologies in the Priority National Project "Education" include: developmental education; problem learning; multi-level training; collective education system; problem solving technology; research teaching methods; project teaching methods; modular learning technologies; lecture-seminar-test system of education; use of gaming technologies in teaching (role-playing, business and other types of educational games); training in cooperation (team, group work); information and communication technologies; health saving technologies. [3.pp. 48]

Other sources distinguish:

- **Traditional technologies:** referring to traditional technologies various types of training sessions, where any system of means can be implemented to ensure the activity of each student based on a multi-level approach to the content, methods, forms of organization of educational and cognitive activities, to the level of cognitive independence, the translation of the relationship between the teacher and the student for parity and much more.
- **Class-lesson teaching technology** - ensuring the systematic assimilation of educational material and the accumulation of knowledge, skills and abilities
- **Interactive technologies or group learning technologies** (work in pairs, groups of permanent and shift composition, frontal work in a circle). Formation of a sociable, tolerant personality, possessing organizational skills and able to work in a group; increasing the efficiency of assimilation of program material.
- **Game technology** (didactic game). Mastering new knowledge based on the application of knowledge, skills and abilities in practice, in cooperation.

• **Technology of problem-based learning** (educational dialogue as a specific type of technology, technology of problem-based (heuristic) learning. Acquisition of knowledge, skills and abilities by students, mastering ways of independent activity, development of cognitive and creative abilities.

Problem learning technology

Problem-based learning is a didactic system of combining different methods and teaching methods of teaching, using which the teacher, systematically creating and using problem situations, ensures a strong and conscious assimilation of knowledge and skills by students. [4.pp.54].

The problem situation characterizes a certain mental state of the student, which arises as a result of his awareness of the contradiction between the need to complete the task and the inability to carry it out with the help of his knowledge and methods of activity.

In problem-based learning, there is always a statement and solution of a problem - a cognitive task put forward in the form of a question, task.

The problem to be solved exists objectively, regardless of whether the situation has become problematic for the student, whether he has realized this contradiction. When the student realizes and accepts the contradiction, the situation will become problematic for him.

Problem-based learning is carried out using almost all teaching methods and, above all, in the process of heuristic conversation. Problem-based learning and heuristic conversation are related as a whole and a part.

Requirements for problem situations and problems

- The creation of a problem situation should, as a rule, precede the explanation or independent study by students of new, educational material.
- The cognitive task is compiled taking into account the fact that the problem should be based on the knowledge and skills that the student owns. It should be sufficient to understand the essence of the issue or task, the ultimate goal and solutions.
- The problem should be interesting for students, stimulate the motivation of their active cognitive activity.
- Problem solving should cause a certain cognitive difficulty that requires active mental activity of students.
- The content of the problem in terms of difficulty and complexity should be accessible to students, correspond to their cognitive abilities.

To master a complex system of knowledge and actions, problem situations and corresponding problems must be applied in a specific system:

- a complex problematic task is divided into smaller and more specific ones;
- each problem is allocated one unknown element;
- the material communicated by the teacher and assimilated by the students on their own must be differentiated.

Problem-based learning is used most often as part of a lesson.

Gaming Technology

The use of didactic games

An increase in the load in the lessons makes us think about how to maintain students' interest in the material being studied, their activity throughout the lesson. An important role here is given to didactic

games in the classroom, which have educational, developmental and nurturing functions that operate in organic unity. Didactic games can be used as a means of training, education and development. The game form of classes is created in the lessons with the help of game techniques and situations. The implementation of game techniques and situations occurs in the following areas:

- The didactic goal is set for students in the form of a game task;
- Learning activities are subject to the rules of the game;
- Educational material is used as a means of play;
- An element of competition is introduced into educational activity, which translates the didactic task into a game one, the success of the didactic task is associated with the game result.

The student's gaming activity is usually emotional, accompanied by a sense of satisfaction. While playing, students think, experience situations, and against this background, ways to achieve results are easier and more firmly remembered by them. The game form of classes can be used at various stages of the lesson, when studying a new topic, when consolidating, in generalizing lessons. [5. pp. 147]

Thus, the inclusion of didactic games and gaming moments in the lesson makes the learning process interesting, entertaining, and facilitates overcoming difficulties in mastering the educational material.

Business Games

Business (role-playing, managerial) games - imitation of decision-making and performance of actions in various artificially created or directly practical situations by playing the appropriate roles (individual or group) according to the rules set or developed by the participants themselves.

Признаки деловых игр и требования к ним:

- Existence of a problem and a task proposed for solution. Distribution between participants of roles or role functions. The presence of interactions between players that repeat (imitate) real connections and relationships.
- Multi-link and logical chain of decisions arising from one another during the game.
- The presence of conflict situations due to differences in the interests of the participants or the conditions of information activities. The plausibility of a simulated situation or situations taken from reality.
- Availability of a system for evaluating the results of gaming activities, competitiveness or competitiveness of the players.

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