Innovative Technologies of Teaching in the Field of Higher Education Techniques

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Abstract: The rapid development of society dictates the need for changes in technologies and methods of the educational process. Graduates of educational institutions must be prepared for the trends of a changing modernity. Therefore, the introduction of technologies aimed at an individual approach, mobility and distance in education seems necessary and inevitable.

Keywords: Innovative educational technologies,human activity,psychological and pedagogical support, psychological and pedagogical support, self-development motivation.

Introduction. What is "innovative technology" The word "innovation" is of Latin origin. "Novation" means "update", "change", and "in "translates as "towards". Literally "innovation" means "in the direction of change." Moreover, this is not any innovation, but after the application of which there are significant improvements in the efficiency and quality of activities.

Technology (Greek techne "art", "skill", logos "word", "knowledge" - the science of art) is understood as a set of methods and processes used in any business or in the production of something. Any innovation finds its implementation through technology.Thus, innovative technology is a methodology and process of creating something new or improving existing ones in order to ensure progress and increase efficiency in various spheres of human activity. Innovative educational technologies the methods used do not work as effectively with the new generation of students. Standardized teaching does not take into account the individual qualities of the child and the need for creative growth. Despite a number of problems, which are not solved in the old ways, there are difficulties with the introduction of innovations.

The teacher should understand that the introduction of innovative methods helps not only his pupils to more effectively assimilate the material, develops their creative potential. But it also helps the teacher to realize his own intellectual and creative potential.

Today, one of the main tasks assigned to a modern educational institution is the search, creation, implementation of educational innovations aimed at meeting the public-state order and the needs of participants in the educational process. Regulatory documents repeatedly emphasize that a modern educational institution should be the center for the formation of innovative behavior of subjects of the educational process. All this leads to the fact that the university must be innovative. Let's reveal the key characteristics that form the "portrait of an innovative educational institution". An innovative educational institution is competitive. This means that the university is capable of integrating various educational programs, is capable of "exporting" educational services and has a demand for and these services, provided with competent personnel, implements corporate training opportunities. An innovative educational institution is a leader.

This characteristic denotes the active role of the university, the leading position in the educational space of the city, country, the presence of stable relations with external, including foreign, partners. An innovative educational institution is comfortable, that is, safe, health-saving, with a complete infrastructure package (medicine, food, sports, media library, psychological and pedagogical support, information center, etc.), open to the participation of scientific, professional communities, the public. And obviously, an innovative educational institution conducts innovative activities, that is, develops and uses new educational technologies, new programs and methods that lead to new educational results. At the same time, an innovative university is not only a teaching, but also a learning organization., carrying out intercorporate training, dissemination of advanced pedagogical experience.

Methods. Depending on the degree of novelty, different levels of innovation are distinguished: I - if the developed educational product is fundamentally new, that is, it has no analogues, is characterized by objective novelty, then this is the highest level, which, ideally, is innovation; II - if there is an improvement in a well-known educational product, it undergoes significant changes, there are elements of novelty in it, then they talk about modernization, innovations in education; III - if it happens application of the known in new conditions, with new goals, then there is an adaptation of the known to the given modern conditions. In real

educational practice, innovation is often interpreted as the antonym of the traditional approach focused on reproductive learning, the assimilation of ready-made samples, concepts, actions, as going beyond the typical, frequently encountered techniques, methods, and teaching methods.

In connection with the above, the essential characteristics, and hence the criteria for innovation in education are:

1. Relevance reflecting - the degree of novelty for modern science and practice, - the timeliness of the study of this problem, - establishing communication with important aspects of certain problems modernity, level of knowledge of the selected problem, insufficient development of the problem in the available research, the need to study the problem from new perspectives.

2. The novelty manifested in a qualitative originality, the presence of essential features that distinguish this work from the likes, - in the originality of the proposed concept, idea, hypothesis.

3. Manufacturability: the degree of development of the implementation technology, - a description of the material and technical conditions for implementation, the degree of development of a financial and economic justification for the implementation, - a description of possible difficulties in use and ways to overcome them.

4. Practical significance revealed through - relevance, confirmed by consumer demand analysis and / or authoritative recommendations experts, - the possibility of distribution and use in mass practice.

5. Efficiency: - an innovative product should have an effect (economic, social, individual), can manifest itself at the level of students, teachers, university, - is determined by the possibility of fixing the results of using the product. Considering the above, the innovation policy of an educational institution can be carried out in three interrelated directions:

1. Updating content that involves not so much the development of subject knowledge as the development of competencies that are adequate to modern 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. Introduction of psychological and pedagogical support - active methods of forming competencies based on the interaction of students and their involvement in the educational process, and not only on passive perception and material.

3. Building a modern training infrastructure, which includes information, technological, organizational and communication components. Various innovative educational approaches can act as a methodological basis for innovation policy. Let's take a look at some of them.

Results. I. Activity approach. The main ideas of this approach are expressed in the following theses. The human psyche is inextricably linked with his activities and activity is conditioned. In connection with this goal of learning is not arming with knowledge, not accumulating it, but the formation of the ability to act with knowledge of the matter. Thus, educational activity acts as a means of developing a student, acquiring knowledge. In addition, the Federal State Educational Standard of Higher Professional Education requires the formation of personally and socially significant types of activity, for example, research and design.

II. The project approach offers the organization of project activities as a way to achieve various didactic goals. Students in various subject and interdisciplinary content. Project activities - joint educational, cognitive, creative activity that has a common goal, agreed methods, methods of activity, aimed at achieving a common objectified result of activity.

 As follows from the definition of project activity, its characteristic features are: - personality-oriented interaction, often in the pedagogical literature you can find the interpretation of the concept of "project" as a set of "P", which can also be considered as specific characteristics of project activities. Let's call the most common "P". Problem. Work on a project is always aimed at solving some problem. A theoretical or practical issue that requires study and resolution can be considered as a problem. Isolation of the problem is most often associated with the emergence of a contradiction, in as a result of which a state of intellectual difficulty arises.

Design is a purposeful activity focused on achievement of an objective result, which includes: - the formulation of goals, - specification of tasks, - the distribution of activities between the subjects of activity, - finding a way to solve a problem through solving problems, - receiving and presentation of the obtained result. A product is an objectified result that has systemic integrity.

Finite product of the project activities of students can be presented in different forms: - website; - analysis of sociological survey data; - business plan; - electronic newspaper, magazine; - the bill; - collection; - design - layout; - model; - a package of recommendations; - flyer; - virtual or real excursion, etc. Presentation of the process of implementation and the result of the project in oral (report, speech, etc.) or in writing (article, abstract, report, research work, etc.). Thus, the basis of the project method is its focus on results. At the same time, we can talk about the external result, represented by the finished product, which can be seen, comprehended, applied in practice, and about the internal result, which is manifested in the acquisition of experience in project activities.

Taking into account the identified specific characteristics of projects, we highlight the following basic requirements for the organization of project activities: - the presence is significant tasks (problems); - planning of actions (type of product, form of presentation, etc.); - search for information, which will then be processed, comprehended, presented; formation of competencies; summing up interim results, discussions; public presentation of the product.

Design can be carried out on the subject content for didactic purposes, to resolve quasi-professional tasks in order to comprehensively form professional competencies, to solve socially significant problems. Project as a form of innovation: forms an active, independent and proactive attitude of students; - develops general educational skills and abilities: research, design, reflective; - realizing the principle of connection between learning and life, forms skills that are directly related to the experience of their application in practical activities (competencies); is primarily aimed at the development of cognitive interest.

III. The competency-based approach is closely related to previous approaches and is aimed at the integrated development of knowledge and methods of practical activity that ensure the successful functioning of a person in key spheres of life in the interests of both himself and society as a whole, the state. The knowledge acquired in this case is characterized not so much by the number of known facts as by the ability to apply them in the professional field, in related fields, and sometimes in situations in which the connection between the problem and subject knowledge is clearly not traced. Therefore, the modern educational process should consist not simply in transferring subject knowledge to students, which have a distant prospect of their use, but in demonstrating the application of this knowledge to solve urgent professional and quasi-

professional problems, as well as to create conditions for students to independently solve such problems in the learning process.

The main means of implementing the competence-based approach are competence-oriented tasks. These tasksinclude the content and technologies of teaching, teaching and assessing the quality of student training in the educational process of the university, ensuring the effectiveness of the formation of students' competencies. Following this definition, the content of a competency-based assignment should meet the following requirements. These innovative approaches require the introduction of a new direction of assessment activities - the assessment of personal and interpersonal achievements of students. The introduction of an assessment of personal achievements ensures the development of the following personality components: self-development motivation, the formation of positive guidelines in the structure of the self-concept, the development of self-esteem, volitional regulation, responsibility.

The named categories of results can be assessed only by means of specific technologies. In this regard, today in the higher education system there is a growing understanding that the standard procedure for assessing educational achievements students does not allow them to grasp many competencies, abilities and skills that need to be formed in students to ensure their successful life and professional strategies after graduation.

The standardized procedures used cannot assess the ability of students to perform tasks in a real-life situation, and even constrain the development of the most important behavioral skills and competencies that are in demand today in vocational education, in most jobs and in everyday civil life. Given the existing contradiction between the construction of modern on the educational process and the absence of an adequate assessment system, based on the analysis of the forms of authentic assessment as the most appropriate to the personal educational results of students, the portfolio acts as the optimal way to organize the cumulative assessment system.

This is a way of recording, accumulating and evaluating the work, the results of the student, indicating his efforts, progress and achievements in various fields over a certain period of time. In other words, it is a form of fixation of self-expression and self-realization. The portfolio provides the transfer of "pedagogical emphasis" from external assessment to self-esteem, from the fact that a person does not know and does not know how to what he knows and can do. A significant characteristic of a portfolio is its integrativeness, including quantitative and

qualitative assessments, involving the cooperation of the student, teacher and employer in the course of its creation, and the continuity of the assessment replenishment. Portfolio keeps track of results achieved by students in a variety of activities - educational, research, project, social, communication, professional, etc. Depending on the purpose of creating and using a portfolio, its type and structure can be different. The most common are: - a portfolio of documents containing certified individual educational achievements, portfolio of the author's works, reflecting the main forms and directions of his educational, creative and social activity, a portfolio of reviews, which includes characteristics of the student's attitude to various types of activity, presented by teachers, potential employers, practice leaders, employees of the additional education system, etc., as well as a written self-analysis of the student himself.

Discussion. Features of the technology of forming a portfolio make it possible to single out the following functions in the educational process: diagnostic (changes and growth (dynamics) of indicators are recorded certain period of time); - goal setting (supports educational goals set by the standards); - motivational (encourages students, teachers and parents to interact and achieve positive results); meaningful (maximally reveals the entire range of achievements and types of work performed); developing (ensures the continuity of the process of development, training and education from course to course); training, So, a portfolio is a means of high-quality and multi-level assessment of competencies, measurement of individual progress of students, self-presentation for employers, and therefore an important element of an activity-based, project-based, competency-based approach to education. Summing up, we note that the considered innovative approaches and the educational technologies corresponding to them contribute to solving the following urgent problems of modern higher education:

- efficiently assimilation of knowledge;

- the formation of practical research skills that allow making professional decisions;

- the transition from the accumulation of knowledge to the creation of mechanisms for independent search and research skills;

- the formation of value orientations of the personality of students;

- increasing cognitive activity;

- development of creative abilities; - creation of didactic and psychological conditions conducive to the successful social adaptation of students. So today innovations in the field of

education are no longer isolated phenomena, not accidental finds. Innovations have become a system that determines the vector of development of the educational space of the university.

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