USE OF INNOVATIVE EDUCATIONAL METHODS AND TECHNOLOGIES IN THE TEACHING OF SPECIALISTS IN THE PROFESSIONAL EDUCATION SYSTEM

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Annotation

The article examines the problems related to the innovative educational activities of professional educational institutions, and some innovative methods of teaching in educational institutions that have proven themselves in world practice are studied. The changing role of the teacher is observed in the process of transition from passive to active and interactive educational models. Special attention is paid to pedagogical laws of educational innovation.

Keywords: innovative and educational activities; teaching methods; problematic, project method; research method; innovative technologies; innovation.

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We can say the following about this topic, which is one of today's hot topics: Application of innovative approaches:

- Interactive lessons, independent work, projects, projects - ensure active participation of students.
- Use of information and communication technologies - multimedia, virtual laboratories, simulators.
- Problem-based learning - encourages students to think independently and solve problems.
- Practical training - forms the skills of practical application of theoretical knowledge.

Effective use of pedagogical technologies:

- Application of modern information and communication technologies.
- Creation and use of virtual laboratories, simulators, multimedia tools.
- Use of distance education technologies.

The following tasks of the innovative educational program in the professional education system can be defined:

1) within the framework of the implementation of the concept of continuous education, the creation and development of an integral multi-level complex system of continuous training of highly qualified specialists for the innovative economy of the country;

2) development of methodological tools of innovative educational and scientific-educational activity (modernization and creation of new training courses and programs, writing textbooks and training manuals, development of new teaching technologies);

3) development of educational research and scientific-innovative activity of young people in the priority areas of science and technology for our country in order to train highly qualified specialists;

4) development of network infrastructure and unified information space of educational, scientific and innovative complex integrated into educational information space;

The purpose of the research: to examine the problems related to the innovative educational activities of professional educational institutions and to study some innovative methods of teaching in educational institutions that have proven themselves in world practice**.**

Materials and methods: development of self-education activities among students, using innovative methods in education by studying literature related to research.

The implementation of a competency-based approach to education should include extensive use of active and interactive forms of teaching in the educational process: computer simulations, business and role-playing games, analysis of specific situations, combined with psychological and other training. extracurricular activities in order to form and develop students' professional skills.

Determines the improvement and development of the content of the new requirements for the learning outcomes of educational programs:

• new methods and technologies of educational activity;

• forms of monitoring its results (monitoring the quality of personnel training).

Pedagogical innovation is defined as the creation of pedagogical innovations, their evaluation, and the study of issues of mastering, use, and practical application by the pedagogical community. His methodological apparatus can become an effective tool for analyzing, justifying and designing the modernization of education being carried out today [2].

Pedagogical principles of educational innovation:

- the scheme of increasing innovative components in the content and methods of education in accordance with the general civilizational processes of developing connections between education and science and best practice;

- a scheme for accelerating the processes of aging of knowledge and, in connection with this, increasing the pace and scope of updating education;

- a model of transition from mainly specialized pedagogical innovations (in academic subjects) to integrated cluster innovations, especially in connection with the development of new educational information technologies and interdisciplinary sciences, etc.

There are several training models:

- passive - the student works as an "object" of learning (listens and watches);
- active - the student acts as a "subject" of education (does independent work, performs creative tasks);
- interactive - interaction between teacher and student (principles: individualization; flexibility; selectivity; contextual approach; development of cooperation; use of active learning methods).

Active learning methods (FTU) - a set of pedagogical actions and methods aimed at organizing the learning process, creating conditions that encourage students to independently, actively and creatively master the learning material in the process of cognitive activity with the help of special tools.

In the educational process, three types of activity are clearly manifested: thinking, action and speech. Another is hidden: emotional and personal perception of information. Depending on the type of active learning methods used, one of the types or a combination of them can be implemented in the lesson. The level of student activity is considered depending on which of the four types of student activity and how much is manifested in the lesson [3].

Innovative methods in professional education are methods based on the use of modern achievements of science and information technology in education, aimed at increasing the quality of training of specialists by developing students' creative abilities and independence (these include problem-based and projective education methods, research methods, teaching methods, creative potential and independence of students which provides actualization and others).

The principles that allow the methodology to be considered innovative: it is assumed that it was not used in the given pedagogical conditions. Adapting the existing effective methodology to specific pedagogical conditions is considered acceptable if there are reasons to believe that the innovation increases the efficiency of the processes and has a positive effect on the quality of the educational result.

The following innovative methods of teaching are used in the world pedagogical practice: problem-based, project method, research, intermediate education and case studies.

Problem-based learning includes the ability to use algorithms and programmed tasks, and the gradual formation of mental activity techniques.

It is a system of teaching methods and tools based on modeling the real creative process by creating a problem situation and managing the search for a solution to the problem. Problematic learning stages: information, which do not require creative activity of the person and training, including repetition of actions and control of their execution.

Forms of problem-based education: problem-based presentation - the teacher himself sets the problem and solves it;

cooperative education - the teacher sets a problem and comes to a solution together with the students;

creative education - students formulate a problem and find its solution.

The purpose of the project method is to develop self-education activities among students. A project is defined as an organized, targeted activity. The result of project activities of students under the guidance of the teacher is new knowledge.

The reasons for using the project method are: not just the need to provide students with knowledge, but also to teach them to acquire this knowledge independently, to be able to use the acquired knowledge to solve new cognitive and practical problems; the relevance of acquiring communication skills and abilities; extensive human relations, the relevance of acquaintances with different cultures, with a point of view on the same problem; the ability to use research methods - to collect information, facts, to be able to analyze them from different points of view, to put forward hypotheses, to draw conclusions and conclusions.

The pragmatic result of the project method is the project itself: it is the name of the problematic task, the process of analysis and solution of which can be algorithmic and has the characteristics of stages and continuity. Algorithmic development of the project involves organizing a plan of research activities to solve the problem, dividing it into small tasks, most of which have all the characteristics of the initial project and are solved by methods applied to the entire project.

The research method of teaching is often based on the project activities of students within traditional and telecommunication education projects. The main idea of the research teaching method is to use a scientific approach to solve a specific educational problem. In this case, the work of students is built according to the logic of classical scientific research, using all the methods and methods of scientific research typical of the activity of scientists.

The research method of teaching is the organization of students' research and knowledge activities by setting the teacher cognitive and practical tasks that require independent creative solutions.

Features of the research method of teaching - it implies that the student independently goes through all the stages of research: putting forward a hypothesis, developing a plan to test it, practicing all stages of the experiment and conducting it, analyzing the results; allows organizing creative research and application of knowledge, ensures the acquisition of scientific knowledge methods in the process of their search, is a condition for interest, the need for creative activity and self-education.

The essence of the research method of teaching: the teacher formulates a problem for students, and they independently search for its solution.

The mediated learning method was developed by R. Foerstein (USA). The first principle: the teacher prepares to work on an interdisciplinary topic, plans a program of work with the student to study the student's personal topic.

The main thing is to be kind in communication and not judge the student's actions.

The second principle: to take the studied student outside the scope of the studied topic. The teacher teaches the student to analyze the received information, to compare and group facts and events, to evaluate things and events. The intermediary teacher

explains the connection between previous knowledge and acquired new knowledge in the process of learning the selected topic.

The third principle: the teacher forms in the student an understanding of the importance and usefulness of his work in learning the subject.

The teacher's actions consist of explaining to the student the goals of working in the student research group on the topic; encouraging the student to use knowledge and developed skills to solve problems in new situations.

The case method is a teaching method in which students and teachers engage in direct discussions about business problems or situations. Known as "Case Study", it is very popular in the West and has a history of more than twenty years. This method of studying economics was proposed at Harvard University (USA) and is widely used in the study of medicine, law, mathematics and other sciences [4]

Using the case method allows you to develop skills for working with various information sources. The process of solving the problem presented in the work is a creative process of cognition, which implies the collective nature of cognitive activity.

The method provides imitation of creative activity of students to produce knowledge known in science;

Summary

In short, the use of innovative approaches in the teaching of specialized subjects serves to form students' knowledge, skills and competencies, develop professional skills, and at the same time, increase their ability to think independently and approach creatively.

Innovative methods can be implemented both in traditional and distance education technologies. At the same time, the use of modular-credit and modular-rating systems of training and knowledge control, as a rule, also serves to increase the independence and responsibility of future specialists.

Thus, innovative educational technology is an educational process described at the level of a normative document, which guarantees the repetition of similar results in certain pedagogical conditions and includes some innovations of a methodological, organizational, technical, etc. nature. form of organization.

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