

Application of Innovative Technologies in Teaching Process

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Abstract--*The article analyses special features of using innovative technologies in teaching process. At present, advanced innovative technologies are one of the main essential components of the educational activity of any educational institution. Innovation is a new one, designed to ensure gradual development, improvement of the system, its transition to a qualitatively new level of development.*

At present, it is usual to divide innovative technologies into technological and methodological parts this classification is based on the specificity and place of application of innovations. Technological innovations in the field of education (training) are the use of modern information environment, software and computer technologies that affect the learning process, allowing you to build new schemes of interactive modes and individual approaches in the "teacher-student" relationship. Methodological innovations are innovations in the field of methods of training and education, teaching and learning, and the organization of the educational process. In modern times, this is the most common type of innovation, covering almost the entire education system.

Key words--*Innovative technologies, learning process, type of innovation, interactive methods, approach, and teacher-student.*

I. INTRODUCTION

Innovation contributes to a progressive movement in the development of an educational institution in comparison with established traditions and mass practice. The purpose of innovative learning is to achieve a high level of intellectual, professional, personal and moral development of a student (Azizkhodzhaeva N.N., 2002).

The main criterion for innovation is the novelty in the implementation of the pedagogical process. However, for each teacher who involved in the innovation process, it is important to determine whether the novelty is true. Indeed, an innovative technique for one teacher can be really new, while for another it is not. One of the most important criteria for the effectiveness of innovation in the pedagogical process is optimality (Farberman B.L. 2002). Achieving high results with the least physical, mental and time costs is the criterion for the optimality of pedagogical innovation. The result of pedagogical activity at higher education is the student's strong and deep knowledge, the student's ability to use and acquire them in the process of their professional activity.

The introduction of any innovation in the pedagogical process has both objective and subjective limitations (Lavrentiev G.V. 1994). Objective limitations are most often associated with material costs and material resources.

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Subjective barriers are closely connected with the personality of the teacher and student, with their desire for accepting news, with their intellectual potential.

The main indicator of innovation is the progressive beginning in the development of the university in comparison with the established traditions and mass practice. Therefore, innovations in the education system are associated with changes in the goals, content, methods and technologies, forms of organization and management system; in the styles of pedagogical activity and the organization of the educational process; into the system of control and assessment of the level of education; in educational and methodological support; in the curriculum and programs; into the financing system. The sources of ideas for updating a university can be the needs of a country, region, city, district as a social order; achievements of a complex of human sciences; advanced pedagogical experience; intuition and creativity of leaders and teachers; experimental work; foreign experience(Selevko G.K. 1998).

What are the modern innovations in higher education? On the path to reforming higher education today there are a number of trends.

The first is related to the development of a multi-level training system of specialists in many universities. This system provides wide mobility in the pace of training and in the choice of future profession. It forms the ability of graduates to master new specialties on the basis of their education.

The second trend is a powerful enrichment of universities with modern information technologies (Internet system, telecommunication forms of training).

The third trend is the universalization of higher education and the process of integration of higher education institutions with leading universities in the country and in the world, which leads to the emergence of university complexes.

The fourth trend is the transfer of higher education to self-financing, the inclusion of higher education institutions of the republic in updating higher professional education, taking into account the requirements of world standards.

General professional education is being replaced by a holistic, comprehensive, personality-oriented education (Tolipov U., Usmanbayeva M., 2006). The basis for this is the development trend of modern education:

1. Each level of education is recognized as an integral part of the continuing education system.
2. Information technologies are widely introduced into education, which changes traditional oriented learning; the technological development of education significantly expands the intellectual activity of students.
3. There is a transition from a strictly regulated organization of education to varieties, block-modular learning, which implies a high level of development of educational independence, self-education.
4. The interaction between the teacher and the student is changing, acquiring the nature of cooperation.

These trends characterize the current state of education in developed countries and determine the principles of its reform at the beginning of the 21st century. A full-fledged systemic education obtained in the learning process creates the conditions for a person to realize himself as a person, gives him social and professional mobility.

Today in pedagogy 3 paradigms of vocational education are presented: cognitive, activity-oriented and personality-oriented. In accordance with the cognitive paradigm, education is considered by analogy with cognition, and its process (goals, content, methods and teaching aids) as a research activity. The purpose of the training reflects a social order for the quality of knowledge and skills. Educational material as didactically "prepared" scientific knowledge. Education is understood as the translation of the sociocultural experience of a new generation. The pedagogical concepts of this paradigm are traditional, academic, and reproductive. From an ideological, managerial point of view, this is the most effective and preferred approach. The activity-oriented education paradigm is oriented towards fulfilling a social order. Education is a sociocultural technology for the formation of knowledge and skills that ensure the success of social, labor and applied arts. And cognitive-activity-oriented education is aimed at achieving the quality of education, understood as social and professional preparedness.

The central element of personality-oriented education is the continuous development of the personality of students. This paradigm is adequate to the philosophy of open education, it involves not only education, but also self-education. Oriented to the individual psychological characteristics of the personality, it should be varied, to provide students with a free choice of educational routes (Slobadchikov V.I. 2006). The principal provisions of this educational paradigm include:

1. The priority of personality.
2. The content of professional education is determined by the level of development of modern, social, information technologies and congruent future professional activities.
3. The leading character is ensured by the formation of social and professional competence and the development of extra-functional qualities of a specialist in the process of educational and professional activities.
4. Person-oriented vocational education is maximally addressed to the individual experience of the student, his need for self-development. Personally-oriented education from the state and managerial positions is extremely difficult, expensive, and from the pedagogical one it is not technologically provided (Slobadchikov V. 2004).

Following results can be obtained while using innovative technologies

- The student's ability to adapt in a constantly changing socio-economic environment, independently acquire and apply the necessary knowledge
- Critical thinking independently, be able to see the problems that have arisen and look for ways to rationally solve them
- Working properly with information
- Be sociable, contact in various social groups, be able to work together in various fields, situations.
- Work independently on the development of one's own morality, intellect, and cultural level.

Innovative educational technology

Educational Technologies	Examples of using
Differentiated learning	Assignments of various difficulty levels
Technologies developing training	<ul style="list-style-type: none"> • Lectures, seminars • Presentations • lessons
Technology of project training	Information and research projects (Research)
Informational communication technology	<ol style="list-style-type: none"> 1. The use of educational electronic publications in English, Internet resources. 2. Development of presentations for lessons, lectures, presentations. 3. Implementation of test control of students' knowledge

Reasons for choosing innovative technology:

- Educational technologies easily fit into the educational process of the classroom system.
- Allow us to achieve the goals set by the curriculum and educational standard for a specific subject.
- They ensure the implementation of the main directions of the pedagogical strategy: humanization, humanization of education and a fully oriented approach.
- They provide intellectual development of students, their independence.
- Educational technology provides friendliness towards the teacher and to each other.
- They pay special attention to the individuality of a person, his personality.
- Educational technology focuses on development;

II. CONCLUSION

As a conclusion we can say that, while introducing modern educational technologies, the teacher must be able to:

- apply teaching methods and techniques while using these technologies;
- conduct and analyze training sessions built on new technology;
- teach students with new methods of teaching;
- evaluate the results of introducing new technology into practice using pedagogical diagnostic methods.

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