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Modern Innovative Technologies in Education

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Abstract

The main goal of innovative education technologies is to prepare a person for life in a constantly changing world. The essence of such training lies in the orientation of the educational process to the potential of a person and their implementation. Education should develop mechanisms for innovation, find creative ways to solve vital problems, and contribute to the transformation of creativity into the norm of human existence.

Keywords: innovative education, psychological and pedagogical design, social and pedagogical design, pedagogical design

INTRODUCTION

Let's start our analysis by fixing a number of peculiar myths of “innovativeness” or simply misunderstandings. The first misunderstanding is that innovation and innovation (innovation) are one and the same; second, that innovation and production, the creation of innovations (innovations) are also one and the same, then it is TRIZ (theory of rationalization and inventions). The third misunderstanding is associated with linguistic naturalism: since innovation is a verbal noun, it must be mono-subject.

The concept of "innovation" (from the English innovation - innovation) is currently enshrined in Russian law as "the end result of innovation, expressed in the form of a new or improved product distributed on the market, a new or improved technological process used in practice ". The goal of innovation is to obtain an economic, environmental, social or other type of effect .. So, innovation is, on the one hand, a process of innovation, implementation, implementation, and on the other, it is an activity to rotate innovation into a certain social practice, but at all - not a subject.

An activity that consists of a complex of scientific, financial, technological and other activities for the creation, development, dissemination of innovations and is aimed at using the results of these activities in order to increase the competitiveness of a certain type of business is called innovation

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activity.

MAIN PART

Innovation activity in its most complete development presupposes a system of interrelated types of work, the totality of which ensures the emergence of real innovations. Namely:

- research activities aimed at obtaining new knowledge about how something can be ("discovery"), and how something can be done ("invention");
- project activities aimed at developing special, instrumental and technological knowledge about how, on the basis of scientific knowledge, in given conditions, it is necessary to act in order to get what can or should be (“innovative project”);
- educational activities aimed at the professional development of subjects of a particular practice, at the formation of each personal knowledge (experience) about what and how they should do so that the innovative project is embodied in practice (“implementation”).

Technology (from Greek - art, skill, skill; Old Greek - thought, reason; methodology, method of production) are organizational measures and techniques in a complex aimed at manufacturing or operating a product, taking into account the current level of development of science, technology and society as a whole.

What is “innovative education” today? - This is an education that is capable of self-development and which creates conditions for the full development of all its participants; hence the main thesis; innovative education is a developing and developing education.

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

1. The modern content that is passed on to students presupposes not so much the development of subject knowledge as 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 forming competencies based on the interaction of students and their involvement in the educational process, and not only on passive perception of the material.
3. Modern infrastructure of training, which includes information, technological, organizational and communication components, allowing you to effectively use the advantages of distance learning.

At the moment, a variety of pedagogical innovations are used in school education. It depends, first of all, on the traditions and status of the institution. Nevertheless, the following are the most characteristic innovative technologies.

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Information and communication technologies (ICT) in subject teaching The introduction of ICT into the content of the educational process implies the integration of various subject areas with informatics, which leads to informatization of students' consciousness and their understanding of informatization processes in modern society (in its professional aspect). Awareness of the emerging trend in the process of school informatization is of great importance: from the mastery of basic information about computer science by schoolchildren to the use of computer software in the study of general technologies. As a result, new information technologies appear in the school methodological system, and school graduates are trained to master new information technologies in their future work. This direction is implemented through the inclusion in the curriculum of new subjects aimed at studying computer science and ICT. Application experience has shown: a) the information environment of an open school, including various forms of distance education, significantly increases the motivation of students to study subject disciplines, especially using the project method; b) the informatization of teaching is attractive for the student in that the psychological stress of school communication is removed by the transition from subjective relations "teacher-student" to the most objective relations "student-computer-teacher", the efficiency of student work increases, the share of creative work increases, the opportunity in obtaining additional education in a subject within the walls of the school, and in the future, a purposeful choice of a university, a prestigious job is realized;c) informatization of teaching is attractive for the teacher in that it allows to increase the productivity of his work, increases the general information culture of the teacher. Currently, we can quite definitely talk about several types of design.

First of all, this is the psychological and pedagogical design of developing educational processes within a certain age interval, creating the conditions for a person to become a true subject of his own life and activity: in particular, learning - as the development of general methods of activity; formation - as the development of perfect forms of culture; education - as the development of the norms of community in different types of community of people.

Further, it is the socio-pedagogical design of educational institutions and developing educational environments that are adequate to certain types of educational processes; and most importantly - adequate to the traditions, way of life and development prospects of a particular region of Russia.

And, finally, pedagogical design proper - as the construction of developing educational practice, educational programs and technologies, methods and means of pedagogical activity.

It is here that a special task of design and research activities arises to ensure the transition from traditional education (traditional school, traditional management systems, traditional training and education) to innovative education that implements the general principle of human development.

In developmental pedagogy, this is the design of developing educational programs that are adequate to age norms, translated into the language of educational technologies, i.e., through WHAT? And How? this

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development will continue.

CONCLUSION

In educational practice, this is the design of child-adult communities in their cultural-activity specificity, that is, the design of an educational space where this development can be carried out.

In other words, the design of a system of developing and developing education is possible if simultaneously carried out: psychological research of age-normative models of personality development, pedagogical design of educational programs and technologies for the implementation of these models, co-organization of all participants in the educational process, design of conditions for achieving new goals of education and means of solving problems development.

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