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THE MAIN FEATURES OF INNOVATIVE PEDAGOGICAL TECHNOLOGY

Abstract: This article discusses the main features of innovative pedagogical technology. the author analyzed the possibilities of innovative pedagogy in the article.

Key words: pedagogy, innovation, innovative pedagogical technology, methodology, case

Innovative activity, being inherently a complex and multifaceted phenomenon in the process of pedagogical activity, is inherently aimed at improving the interaction between the object and subject of educational activity using new or improved old pedagogical technologies. The result of such activities may be specific pedagogical technologies or techniques that are either used for the first time or previously used, but improved in a certain way.

Any pedagogical activity, including innovative one, is always focused on the formation of a certain competence in the student, therefore it directly depends on the requirements of the labor market, the socio-economic system, the psychological and pedagogical features of managerial activity, the humanistic orientation of society and many other factors.

The search for ways to improve educational systems through innovative pedagogical technologies can go in several directions:

development of concepts for optimizing the educational process;

development of concepts for the development of the educational process;

development of concepts for the development of an educational institution, its restructuring, reforming, the development of qualitatively new conceptual solutions, the formation of a new type of educational institution;

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use of information technologies in the educational process, etc.

It should be noted that all these processes are based on the target, content and procedural features of the innovative educational system, which is based on humanistically oriented pedagogical technologies.

Innovative pedagogical activity can be carried out both in traditional educational institutions and in educational institutions of a new type, where it is carried out mainly empirically, that is, through trial and error. In educational institutions striving to improve the system of educational services, innovative pedagogical activity performs a stabilizing (consolidation and preservation of a previously created knowledge system) and at the same time a creative (aimed at improvement) function. So, if in the first case this function is reproductive, and it is aimed at recreating the traditional schemes of the teacher's activity, that is, at obtaining the result by already known pedagogical means. Then, in the second case, it is productive and is associated with the formulation of new educational goals with the help of new pedagogical technologies. Thus, innovative pedagogical activity, in principle, is impossible without a creative component. The specificity of the creative component is that both the object and the result in the process of its implementation is the formation of the personality of a modern competitive specialist who will meet the requirements put forward by the time: knowledgeable, able to make managerial decisions, not afraid to take responsibility for making these decisions, owning psychological, pedagogical and communicative knowledge and skills. That is why the pedagogical process can be considered only in the interaction (joint creative activity) of the teacher and the student.

Pedagogical technology, being a product of creative search, experiment of innovative teachers and scientists, under certain conditions can become a unique product of the entire educational system. This can happen in the process of implementing its implementation in educational practice. The purposefulness

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and consistency of this work is provided by the system of modeling (creation) of advanced pedagogical experience. This process covers four main periods:

1. Modeling process. Science-based modeling of innovative pedagogical technology provides for the activities of scientists and practitioners, heads of educational institutions and various methodological services. At this stage, there is coordination of activities to create innovative pedagogical technology, which, in addition to pedagogical novelty, must take into account the relevant moral, psychological, scientific, theoretical, scientific, methodological and legal factors. The main components of this process are:

determination of the purpose and task of the created pedagogical technology;

analysis of scientific and theoretical sources and current practice;

development of the structure of the experience model, plan and methodology for implementation, analysis and control systems, etc.

At this stage, it is very important to determine the essence, purpose of the technology being designed, the features of the problems that will have to be solved, the volume, timing, etc.

Formation of a model of pedagogical technology. A feature of this stage is the creation, with the help of concepts, schemes, recommendations, of an algorithm for the implementation of pedagogical, managerial, scientific, methodological and other technology tools. As a rule, the structural components of this system include:

substantiation of the relevance of pedagogical technology;

theoretical base of pedagogical technology;

predicted results of pedagogical technology.

The consequence of such work is the vision of a holistic picture of the modeled pedagogical technology, as well as the theoretical definition of its effectiveness.

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Creation of pedagogical technology. At this stage, the theoretical provisions of pedagogical technology are transformed into real pedagogical activity. This stage is the most difficult and the longest in time. As a rule, its implementation is carried out according to the following scheme:

mastering by the teacher of new pedagogical techniques;

adjusting the activities of trainees;

the use of specific means of implementing the tasks of pedagogical technology;

expert review.

At the end of the stage of creating pedagogical technology as an integral self-sufficient pedagogical product, it is evaluated and conclusions are drawn about the appropriateness of using it in the pedagogical process.

Implementation of innovative pedagogical technology into practice. The introduction of innovative pedagogical technology into practice occurs in the process of implementing a system of scientific, methodological and organizational measures that will ensure the use of this pedagogical technology in mass pedagogical practice. For this, it is very important to have a detailed description of innovative pedagogical technology for its implementation in practice.

Innovative pedagogical technology structurally covers external (goal, means of achievement, object of influence, subject of activity, result) and internal (motivation, content, operations) components. Like any other pedagogical technology, it must perform gnostic (cognitive), design (prospective planning of tasks and ways to solve them), constructive (cooperation between the teacher and the student), communicative (the interaction of the teacher with the student and colleagues), organizational (the phasing of the actions of the teacher and learner) functions.

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