MODERN INNOVATIVE TECHNOLOGIES IN EEDUCATION APPLICATION.

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Annotation: *The paper deals with modern educational technologies - information and communication technologies, student-centered learning technologies, heuristic learning technologies, subject oriented technologies, dialogue technologies and gaming technologies in the language lessons.*

Key words. *Education, educational technology, innovative technology, information and communication technology, innovative model, native language.*

Introduction, Literature Review And Discussion

Currently, multimedia technology, network technology and satellite technology transfer, as a representative of information technology, is developing very rapidly. Modern educational technologies based on information technologies play an important role in promoting the modernization of education. Modern educational technologies will have a significant impact on ideas, forms, process, teaching methods and education management. Currently, the teaching methodology is going through a difficult period associated with changing the goals of education, the development of state educational standards based on, a competence-based approach. Difficulties also arise due to the fact that the number of hours for studying individual subjects is reduced in the basic curriculum. All these circumstances require new pedagogical research in the field of teaching methods of subjects, the search for innovative means, forms and methods of teaching and upbringing related to the development and implementation of innovative educational technologies in the educational process.

For a skillful and conscious choice from the available bank of pedagogical technologies, those that will allow achieving optimal results in teaching and upbringing, it is necessary to understand the essential characteristics of the modern interpretation of the concept of "pedagogical technology".

Analyzing the existing definitions, it is possible to identify the criteria that make up the essence of pedagogical technology:

- the definition of learning goals (why and for what);
- selection and structure of content (what);
- optimal organization of the educational process (how);
- methods, techniques and means of teaching (with what);
- as well as taking into account the necessary real level of qualification of the teacher (who); and objective methods of evaluating learning outcomes (is it so).

Thus, "pedagogical technology" is such a construction of a teacher's activity in which the actions included in it are presented in a certain sequence and assume the achievement of a predictable result.

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

1. Modern content, which is transmitted to students, involves not so much the development of subject knowledge, as the development of competencies 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 competence formation based on the interaction of students and their involvement in the learning process, and not only on the passive perception of the material.

3. Modern learning infrastructure, which includes information, technological, organizational and communication components that allow effective use of the advantages of distance learning. There is no generally accepted classification of educational technologies in Russian and foreign pedagogy today. Various authors approach the solution of this topical scientific and practical problem in their own way.

Innovative directions or modern educational technologies in the Priority National Project "Education" include: developmental learning; problem based learning; multi-level learning; collective learning system; problem solving technology; research methods of teaching; project-based learning methods; modular learning technologies; lecture-seminar-credit learning system; the use of game technologies in teaching (role-playing, business and other types of educational games); training in cooperation (team, group work); information and communication technologies; health-saving technologies.

Other sources distinguish:

• Traditional technologies: referring to traditional technologies, various types of training sessions, where any system of means can be implemented that ensure the activity of each student on the basis of a multi-level approach to the content, methods, forms of organization of educational and cognitive activity, to the level of cognitive independence, the transfer of teacher-student relations to parity and much more.

• Classroom-based learning technology - ensuring the systematic assimilation of educational material and the accumulation of knowledge, skills and abilities.

• Interactive technologies or group learning technologies (work in pairs, groups of permanent and shift staff, front-line work in a circle). Formation of a sociable, tolerant personality, possessing organizational skills and able to work in a group; improving the efficiency of mastering program material.

• Game technology (didactic game). Mastering new knowledge based on the application of knowledge, skills and abilities in practice, in cooperation.

• Technology of problem-based learning (educational dialogue as a specific type of technology, technology of problem-based (heuristic) learning. The acquisition of

knowledge, skills and abilities by students, the development of methods of independent activity, the development of cognitive and creative abilities.

Technology of problem-based learning

Problem–based learning is a didactic system of combining different methods and teaching methods, using which the teacher, systematically creating and using problem situations, ensures a solid and conscious assimilation of knowledge and skills by students.

A problematic situation characterizes, a certain mental state of, a student, arising as, a result of his awareness of the contradiction between the need to complete, a task and the inability to carry it out with the help of his knowledge and methods of activity.

In problem–based learning, there is always, a formulation and solution of, a problem - a cognitive task put forward in the form of, a question, task, task.

The problem being solved exists objectively, regardless of whether the situation has become problematic for the student, whether he has realized this contradiction. When the student realizes and perceives the contradiction, the situation will become problematic for him.

Problem-based learning is carried out using almost all teaching methods and, above all, in the process of heuristic conversation. Problem based learning and heuristic conversation are correlated as, a whole and, a part.

Requirements for problem situations and problems

• The creation of, a problem situation should, as, a rule, precede the explanation or independent study of new educational material by students.

• The cognitive task is compiled taking into account the fact that the problem should be based on the knowledge and skills that the student possesses. It should be sufficient to understand the essence of the question or task, the ultimate goal and solutions.

• The problem should be interesting for students, stimulate the motivation of their active cognitive activity.

• The solution of the problem should cause, a certain cognitive difficulty that requires active mental activity of students.

• The content of the problem of difficulty and complexity should be accessible to students, correspond to their cognitive capabilities.

♦In order to assimilate, a complex system of knowledge and actions, problematic situations and related problems must be applied in, a certain system:

♦ a complex problem task is divided into smaller and more private ones; each problem is allocated one unknown element;

♦ The material reported by the teacher and assimilated by the students themselves should be differentiated.

♦ Problem-based learning is most often used as, a fragment of, a lesson.

♦ Gaming technology Using didactic games

The increase in the workload in the lessons makes us think about how to maintain students' interest in the material being studied, their activity throughout the lesson. An important role here is given to didactic games in the classroom, which have educational,

developing and educating functions that act in organic unity. Didactic games can be used as, a means of education, upbringing and development. The game form of classes is created in the classroom with the help of game techniques and situations. The implementation of game techniques and situations occurs in the following areas:

• a didactic goal is set for students in the form of, a game task;

• Educational activities are subject to the rules of the game;

• Educational material is used as, a means of play;

• An element of competition is introduced into the educational activity, which translates the didactic task into, a game, the success of the didactic task is associated with the game result.

The student's play activity is usually emotional, accompanied by, a sense of satisfaction. While playing, students reflect, experience situations, and against this background, ways to achieve results are easier and more firmly remembered by them. The game form of classes can be used at various stages of the lesson, when studying, a new topic, when fixing, in generalizing lessons.

Thus, the inclusion of didactic games and game moments in the lesson makes the learning process interesting, entertaining, and facilitates overcoming difficulties in mastering the educational material.

Business Games Business (role–playing, managerial) games - imitation of decision making and execution of actions in various artificially created or directly practical situations by playing the corresponding roles (individual or group) according to the rules set or developed by the participants themselves.

Signs of business games and requirements for them:

• The presence of the problem and the task proposed for solution. Distribution of roles or role functions among the participants. The presence of interactions between the players that repeat (imitate) real connections and relationships.

• Multi-link and logical chain of decisions arising from one another during the game.

In conclusion, I want to emphasize that an electronic textbook is significantly different technologically from paper and should be supported by electronic technologies, which include animation, multi-level and multivariate tasks, hypertext, etc., which ensures the adaptability of the content of electronic textbooks for various circles users.

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