



The role of innovative technologies in the formation of the competence of younger students

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Annotation: The work is devoted to the problem of the influence of innovative processes in education on the successful development of young children. The article presents the author's review of materials devoted to the development of views on innovation processes as such, as well as their transformation in the field of education. Based on modern approaches, teachers and methodologists develop innovative pedagogical technologies that combine methods, methods and methods of knowledge transfer and assessment, which are being introduced into educational institutions. The social side of the ongoing changes in the innovation policy of the state is reflected. Some trends in the application of innovations in the education of young children are shown. The author describes a number of educational technologies that have made a significant contribution to innovative pedagogy. Currently, they are being implemented quite widely, but new types of technologies are being developed that have positively proven themselves in the educational practice of other countries.

Keywords: innovation, younger age, innovation in education, student portfolio, gaming technologies.

Innovations, or innovations are characteristic of any professional activity of a person and therefore naturally become the subject of study, analysis and implementation. Innovations do not arise by themselves, they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed. The dictionary of S.I. Ozhegov gives the following definition of the new: new - first created or made, appeared or emerged recently, instead of the former, newly discovered, related to the near past or present, insufficiently familiar, little known. [1]

It should be noted that in the interpretation of the term nothing is said about progressiveness, about the effectiveness of the new.

The concept of "innovation" in Latin means "update, innovation or change."

This concept first appeared in research in the 19th century and meant the introduction of some elements of one culture into another.

The problem of innovation has long been considered in the system of economic research. However, over time, the problem arose of assessing the qualitative characteristics of innovative



changes in all spheres of social life, but it is impossible to determine these changes only within the framework of economic theories.

A different approach is needed to the study of innovative processes, where the analysis of innovative problems includes the use of modern achievements not only in the field of science and technology, but also in the areas of management, education, law, and others.

Creative study of new ideas, principles, technologies, in some cases bringing them to standard projects containing the conditions for their adaptation and application - all these are innovations in education.

Distinguish between innovation and innovation. If a pedagogical innovation is understood as a certain idea, method, means, technology or system, then innovation in this case will be the process of introducing and mastering this innovation. The concept of "innovation" is synonymous with the concept of "innovation". [2]

II. Main part:

1. The essence of the concept of "innovation".

At the beginning of the 20th century, a new field of knowledge arose, innovation - the science of innovation, within which the laws of technical innovation in the field of material production began to be studied. In relation to the pedagogical process, innovation means the introduction of something new in the goals, content, methods and forms of education and upbringing, the organization of joint activities of the teacher and the student.

Pedagogical innovation - an innovation in pedagogical activity, changes in the content and technology of training and education, with the aim of increasing their effectiveness.

Innovative processes in education are considered in three main aspects: socio-economic, psychological-pedagogical, organizational and managerial. [2]

The overall climate and conditions in which innovation processes take place depend on these aspects. Existing conditions can promote or hinder the innovation process.

The innovation process can be viewed as the process of bringing a scientific idea to the stage of practical use.

A specialist in the field of pedagogical innovation, academician V.I. Zagvyazinsky , who studied the life cycles of various innovative processes, noted that very often, having received positive results from the development of innovation, teachers unreasonably seek to universalize it, to extend it to all areas of pedagogical practice. Which often ends in failure and leads to disappointment, cooling to innovation. [3]



The innovation process consists of:

- 1) creation;
- 2) development;
- 3) application of innovations;

It is this three-component innovation process that is most often the object of study in pedagogical innovation, unlike, for example, didactics, where the learning process is the object of scientific research.

Innovation is precisely a means (a new method, methodology, technology, program), and innovation is the process of mastering this means.

Innovation is a purposeful change that introduces stable elements into the environment, causing the transition of the system from one state to another.

In the pedagogical literature, a large number of classifications and groups of innovations are given. We are closer to innovations aimed at developing new forms, technologies and methods of the educational process; innovations aimed at working out the new content of education and new ways of structuring it.

Being engaged in innovation, we also need to know that innovation activity is a set of measures taken to ensure the innovation process at a particular level of education, as well as the process itself.

The main functions of innovative activity include changes in the components of the pedagogical process: the meaning, goals, content of education, forms, methods, technologies, teaching aids, management systems. [4]

2. Pedagogical innovations:

Pedagogical innovation is a deliberate qualitative or quantitative change in pedagogical practice and improving the quality of the educational process.

Today, the most obvious fact is that a new quality of education cannot be obtained by solving pedagogical problems with outdated methods. Other school strategies are required, strategies that are consonant with our time, new innovative technologies.

The cardinal change in the procedural side of education brought to the fore the problem of a qualitative change in the personality of the teacher, his role and activity in the educational process.

Today, the training of a new type of primary school teacher is becoming relevant - a teacher who has deep knowledge in the field of the psychology of learning, the development and formation of a child's personality, who knows how to organize communication in educational activities, who has



special knowledge and skills for introducing innovative technologies into the practice of school life.
[5]

Currently, there is a significant number of various educational technologies. But each of the educational technologies includes:

- target orientation;
- scientific ideas on which it relies;
- systems of action of the teacher and student;
- criteria for evaluating results;
- results;
- limitations in use;

I suggest that primary school teachers, in order to introduce innovative technologies into the practice of school life, draw up the following plan:

1. Study of modern educational technologies.
2. Choice of technologies for elementary school.
3. Taking into account the negative aspects of technology.
4. Approbation of technologies in their work.
5. Performance evaluation.
6. Generalization of work experience.

III. Practical results:

Having studied modern educational technologies, I chose the following for myself:

- gaming technology;
- technology of level differentiation;
- advanced learning technology;
- technology of critical thinking;
- Portfolio management technology;
- design technology;
- computer technology;

Primary school age is characterized by brightness and immediacy of perception, ease of entering into images. Children are freely involved in any activity, especially in the game. Therefore, gaming technology is the most relevant for an elementary school teacher, especially when working with 1st and 2nd grades. In 4th grade, I did a simple experiment. To do this, I conducted two lessons of the Russian language on the same topic: "Generalization of knowledge on the topic "Verb"". One lesson



was held in the traditional form, and the other with the use of game moments. I used didactic games in the lesson: “Neat postman”, “Replace with one word”, “Who is the most attentive?”. After a survey of students, 100% of students chose a non-traditional lesson as the most interesting and memorable. At the lesson, the children were active, attentive, received a large number of positive marks.

Therefore, a didactic game is one of the effective means of developing interest in a subject. It helps to relieve the feeling of fatigue, reveals the abilities of children, their individuality, enhances involuntary memorization. [6]

Dramatization games in the lessons in primary school form the imagination, making the content of the text more spectacular, visual. When staging, children depict, draw characters with the help of intonation, facial expressions, postures, gestures. Dramatization is important for the development of speech and emotional development of the child. Acquaintance with the reception of dramatization can begin with the staging of fairy tales.

When I got acquainted with the classification parameters of the technology of Doctor of Pedagogical Sciences, Professor Karaev Zh.A., I liked to conduct tests or tasks of different levels of complexity, draw up cards for individual work, which allows each child to complete the proposed task for a positive result, thereby increasing their self-esteem . This technology is familiar to many teachers, it has many positive aspects:

- exclusion of unjustified leveling of children;
- the opportunity to help weak students and pay more attention to strong ones;
- the desire of strong students to advance faster in education is realized;
- the main guideline is the training of everyone at the level of his capabilities and abilities; [7]

For four years, my methodological theme was: "Techniques that encourage younger students to active cognitive activity." S.T. Shatsky wrote that “the rudiments of creative power exist in almost everyone, you just need to create suitable conditions for its manifestation.”

The "new didactic system" by L.V. Zankov just involves training at a high level of difficulty with compliance with the measure of difficulty, a fast pace of passing through the program material. The content of education necessarily includes the creative potentials of the teacher and student. [8]

Working according to his system , I achieve high results in academic performance and the quality of knowledge, as well as in unlocking the creative potential of my students.

In each of my lessons, I include tasks of a creative nature: “Magic Daisies”, “Advertising”, “Ode to a Hero”, “I am a Director”, “Planet of Fantasy”, “Cryphers”.



I use the elements of the training system by G.A. Bakulina “Intellectual development of junior schoolchildren in Russian language lessons” - a minute of calligraphy and vocabulary work, which stimulate the development of the properties of attention, speech, analytical-synthetic thinking, intuition.

Non-traditional lessons and extra-curricular activities help develop my children's creativity.

The work of primary school children should be joyful, and the lessons should be interesting. It is necessary to create an atmosphere that can inspire children, inspire self-confidence, encourage interests, develop creativity.

The RWST strategy helps me create such an atmosphere in the classroom. "Unity of learning and creativity" - this motto perfectly characterizes the essence of the technology "Development of Critical Thinking through Reading and Writing". [9]

After taking courses on critical thinking, I realized how interesting this technology's strategy lesson can be. The main thing for the teacher is not to forget that no more than three strategies can be used in the lessons so as not to harm the educational process.

I use the following strategies: Cluster, Brainstorming, Keywords, Associations, Sinkwine, Author 's chair, ZHU, Reading against the wall, Think / in pairs / discuss .

This work allows you to create a situation of thinking in the classroom, develops students' speech, the ability to express their thoughts, learn independently, and develop creatively.

One of the ways to organize independent activities of students to achieve a certain result is the method of projects. The method of projects is focused on interest, on the creative self-realization of the student, the development of his intellectual capabilities, volitional qualities and creative abilities in the process of solving one or another problem of interest to him.

An educational creative project is an independently developed and manufactured product. By teaching students to act within the framework of project activities, the teacher stimulates the learning of children, teaches them to independently acquire knowledge from various sources, use this knowledge in life, develops the skills of analytical, critical and creative thinking in children.

Children of primary school age need the help of an adult at all stages of the work on the project. Properly organized project preparation should turn into an interesting game.

Projects cover a significant number of tasks, the solution of which significantly contributes to the self-realization of the individual working on projects. Schoolchildren acquire valuable skills: to determine the tasks for which solutions should be taken; form independent judgments; deepen knowledge in a particular area; acquire self-organization skills; develop practical skills, the ability to



create something of your own; develop the ability to collect and analyze new information for themselves; learn to be more active, develop initiative in oneself; develop teamwork skills, participate in the decision-making process; acquire the skills of cooperation; [10]

The project consists of three blocks:

- information and propaganda;
- practical research;
- creative research;

This year we started work on the project "Homeless Animals. The right to live". Having discussed this problem with the students in class, they found out that this topic worries them, they want to explore it. The project is in its initial stage - it is the collection and study of materials on this topic. The information was obtained from various sources: media literature, the Internet. All students participate in the project.

work allows students to acquire knowledge that is not achieved with traditional teaching methods.

The technology of working with a portfolio is a way of recording, accumulating and evaluating the individual achievements of students. The portfolio helps to solve such pedagogical tasks as maintaining high motivation of schoolchildren, encouraging opportunities for self-learning, developing reflective and evaluative skills.

Not every school has a portfolio of a primary school student, but soon it will become a mandatory attribute of an elementary school student.

One of the main tasks of education and upbringing in elementary school is the identification and development of the individual creative abilities of the child. Therefore, the portfolio allows you to create a situation of success for each student, increases self-esteem and self-confidence; maximize the individual abilities of each child; to develop the cognitive interest of students, the motivation for further creative growth; forms the ability to analyze one's own interests, positive moral and moral qualities of a person, life ideals; stimulates the desire for self-improvement. [eleven]

This year, every student in my class worked on their portfolio. As a teacher, I helped them choose the most interesting sections to characterize their personality: "My name", "My family", "My friends", "My hobbies", "My school", "My favorite school subjects", "My studies", "My achievements", "Creative works". The next stage of work is the self-filling of these sections with information in the form in which they wanted to present themselves.



Primary school is the foundation on the quality of which the further education of the child depends. And this imposes a special responsibility on primary school teachers. Its task is not only to teach reading and writing, but also to lay the foundations of the child's spirituality, develop his best qualities, teach methods of learning activities, teach the child to work with information, learn to learn.

The statement of Academician A.P. Semenov "To teach a person to live in the information world is the most important task of a modern school" should become decisive in the work of every teacher. To achieve these goals, it becomes necessary to use information and communication technologies in practice.

The use of ICT in primary school classes helps students navigate the information flows of the world around them, master practical ways of working with information, and develop skills that allow them to exchange information using modern technical means.

The use of ICT in the classroom allows you to fully implement the basic principles of enhancing cognitive activity and conduct lessons at a high aesthetic and emotional level, provides visibility, attracts a large amount of didactic material, increases the amount of work performed by 1.5-2 times, provides a high degree of differentiation of training .

The use of ICT expands the possibility of independent activity, forms the skill of research, provides access to all kinds of information resources, and improves the quality of education. [12]

IV. Conclusion

Thus, innovative technologies in the work of a primary school teacher give him the opportunity to:

- increase the level of professionalism;
- provide favorable conditions for the development of the student's personality;
- choose the most effective technologies for solving pedagogical problems;
- to predict the result with greater certainty and manage the pedagogical process.

Innovative technologies help students to actively perceive the studied phenomena, deeply comprehend them, process and apply them in practice. They also stimulate the process of learning new things in students, form in them a conscious need to acquire knowledge and skills, give rise to a desire for independent activity, and form a steady attention to the subject.

The vision of the process of innovation in education is as follows: firstly, it is a kind of mental potential of restless, thirsty for creativity in pedagogy people; secondly, it is the strongest energy, which finally launched the innovative machine into action.



Innovative methods in teaching are new methods of communication with students, a position of business cooperation with them and familiarizing them with current problems.

Innovative methods are methods that allow students to assert themselves. And self-affirmation is the way to the right choice of profession. In the modern learning process, both traditional and innovative teaching methods are used.

It is necessary not only to promote innovative methods, but also not to forget about traditional methods, which are no less effective, and in other cases they simply cannot be dispensed with.

A. Adamsky argued that "Only a naive or deluded person can believe that innovative pedagogy is a universal replacement for traditional teaching methods."

It is necessary that traditional and innovative teaching methods be in constant relationship and complement each other. These two concepts must exist on the same level. [13]

I would like to end with words about what is most important for a teacher. The main thing is the sparks of the joy of knowledge in the eyes of children.

The main thing is to burn yourself, to feel that you can ignite others, to be happy when your students give you their love.

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