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Innovative Technologies in the Educational Process

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Abstract: *Innovative technologies and distance learning technologies are widely introduced into the educational process of higher educational institutions. Interactive learning is an educational process based on the psychology of the development of human relationships and considered as a way of acquiring knowledge through creative, productive thinking, behavior and communication, as well as the formation of skills and abilities through the relationship and interaction of the teacher and students. The learning process should be organized so that trainees learn to communicate, think critically, and solve problems by analyzing various situations or situational tasks and the corresponding information provided.*

Keywords: *integrated approach, innovative technologies, innovative activity, interactive learning, game design, problem-based learning.*

Introduction. The rapid development of society dictates the need for changes in the technologies and methods of the educational process. Graduates of educational institutions should be prepared for the trends of the changing modernity. Therefore, the introduction of technologies aimed at an individual approach, mobility and distance in education seems necessary and inevitable.

At the present stage of social development, the implementation of the educational process at a high level is impossible without the introduction of innovative technologies, since they make learning more effective and able to attract the attention of the younger generation. The rapid development of innovations in the field of science and technology does not allow education to stand aside. Innovative technologies help not only to increase academic mobility, integration into the system of the world scientific and educational space, create economically optimal educational systems, increase the level of educational corporateness, but also strengthen ties between branches of education at different levels. The priority is not the accumulation of a large amount of knowledge, but the ability to use them in everyday life [1, p. 179].

The concept of “innovation” – from the Latin innovation – means change, renewal, innovation and has two aspects – innovation and the introduction of this innovation into a certain process, in particular, into a pedagogical one. All pedagogical innovative processes are denoted by the concepts of “innovation”, “innovation”, “innovation” and mean innovative processes in general in the entire education system [2, p. 71].

Innovative technologies in education are considered not only the use of interactive technologies in education, but also project-based learning technologies, as well as the introduction of computer technologies into the educational process [1, p. 180]. Interactive learning is an educational process based on the psychology of the development of human relationships and considered as a way of acquiring knowledge through creative, productive thinking, behavior and communication, as well as the formation of skills and abilities through the relationship and interaction of the teacher and students.

The learning process should be organized so that trainees learn to communicate, think critically, and solve problems by analyzing various situations or situational tasks and the corresponding information provided. The use of interactive technologies in teaching allows the teacher and

students to change roles [2, p. 73]. Innovative technologies are a tool for bringing new educational forms and methods to life.

The transition of modern society to global informatization requires the widespread use of information technologies in modern educational institutions, since it is information and communication technologies (ICT) that allow educational institutions to claim to receive an innovative status in education [3, p. 26].

The introduction of electronic textbooks and diaries, on-line learning, augmented reality, interactive whiteboards and much more into educational practice allows teaching at a qualitatively new level and achieving better learning results in a shorter time than without their use. However, the insufficient level of provision of educational institutions and the unwillingness of some leaders to introduce new methods and forms of education hinders the process of applying innovative technologies in our country [1, p. 180].

Methods. The use of Internet technologies as a technological basis for distance learning is associated with the increased capabilities of technical means of communication and the spread of the Internet computer network. They allow you to effectively solve the problem of organizing and conducting practical classes. Moreover, in the practice of world distance learning, there are more and more precedents for defending final qualification works online, the results of which are officially recognized under the current legislation.

In connection with the development of Internet technologies, distance learning comes to the fore due to its accessibility, flexibility, the ability to independently plan the time and pace of studying academic disciplines, as well as other opportunities. LMS successfully contribute to this. Modern pedagogical technologies such as collaborative learning, project methodology, the use of new information technologies, Internet resources, critical thinking technology will help us implement a student-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of the teacher, their level of learning [3, p. 15].

Forms of work with computer training programs in the classroom of a foreign language include:

- studying vocabulary;
- practicing pronunciation;
- teaching dialogic and monologue speech;
- Teaching writing, working out grammatical phenomena visually.

The global network creates conditions for us to receive any necessary information located anywhere in the world: country studies material; news from the life of young people; articles from newspapers and magazines.

One of the technologies that provides student-centered learning is the method of projects, as a way of developing creativity, cognitive activity, and independence. For example, according to M.E. Brejgina, projects can be divided into monoprojects, collective, oral-speech, visual, written and Internet projects [4, p. 44]. The project method contributes to the development of active independent thinking of students and orients them towards joint research work.

In our opinion, project-based learning is relevant, which teaches cooperation, which brings up moral values, as mutual assistance and the ability to empathize, forms creative abilities and activates students. The introduction of innovative technologies in education significantly diversifies the process of perception and processing of information.

In the conditions of the modern world, innovations have touched all aspects of human life and activity, while the field of education remains paramount, since it is education that is the

fundamental sphere that determines human existence. In the modern education system, one of the main requirements of society is the formation and education of a responsible, proactive, comprehensively developed personality, able to find non-standard solutions in difficult situations, think creatively and learn throughout life. Now, more than ever, in the context of the implementation of new generation educational standards, the education system needs to rethink the existing approaches to training specialists that meet the needs of society and the state [2, p. 72].

Results and Discussion. Problem learning is understood as a type of learning in which the teacher creates problem situations and organizes the activities of students, combining independent search activity with the assimilation of ready-made knowledge [3, p. 39]. Problem-based learning has been used in world pedagogy since ancient times as a special method of creative and productive assimilation of knowledge. In pedagogy, the idea of problem-based learning became widespread in the middle of the 20th century.

One of the important tasks of problem-based learning is to create conditions for the independence and activity of students. Independent thinking is based on minimizing the use of generally accepted patterns, on a critical attitude to existing knowledge, information and to oneself. At the same time, which is very important, the development of independent thinking does not contribute to the rejection of obtaining and accumulating knowledge.

So, A. Schopenhauer wrote: "Only through a comprehensive combination of what you know, through a comparison of all truths with each other and each one separately, you assimilate completely your own knowledge and receive it in all its power. You can only think through what you know – that's why you need to learn something, but you also know only what you have thought through" [5, p. 145].

Independent thinking is possible in two variations: creative and design. Creative thinking is a way of mental activity aimed at creation, providing a fundamentally new solution to a problem situation, deriving a new result from existing premises and knowledge. Design thinking is characterized by the attitude to the solution of a particular problem as a project, it is result-oriented, not process-oriented, and accordingly provides the freedom to choose the means to achieve a given result. The maximum efficiency of the educational process can be achieved by the effective formulation of problematic tasks, which is carried out taking into account the didactic rules and the laws of logic.

An integrated approach to learning is widely used in the system of modern education in teaching various subjects and courses. According to the "English-Russian Terminological Guide to the Methods of Teaching Foreign Languages", an integrated approach to language learning is understood as "the interconnected formation of skills in all types of speech activity – listening, speaking, reading and writing" [6, p. 61].

The definition of an integrated skill is also given there: "the interaction of four complex skills – reading, listening, speaking and writing" [6, p. 166]. At the initial stages of language learning, students form individual skills or their components, and at advanced stages they are synthesized into integrated skills.

According to D.A. Gromova, such skills can be divided into simple and complex ones: "The simple type of integrated skills involves skills in two types of speech activity, for example, reading and speaking, reading and writing, or listening and writing, i.e. receptive and productive skills at the same time. In a complex type of integrated skill, the skills of three types of speech activity work, say, reading, listening and writing, or all four, i.e. two receptive skills and one productive or two receptive skills and two productive" [7, p. 27].

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 most characteristic innovative technologies can be distinguished [3, 145].

1. Information and communication technologies (ICT) in subject education. The introduction of ICT into the content of the educational process implies the integration of various subject areas with informatics, which leads to the informatization of students' consciousness and their understanding of informatization processes in modern society (in its professional aspect). It is essential to realize the emerging trend in the process of informatization of the school: from the development by schoolchildren of initial information about computer science to the use of computer software in the study of general subjects, and then to the saturation of the structure and content of education with elements of computer science, the implementation of a radical restructuring of the entire educational process based on the use of information technologies. As a result, new information technologies appear in the school methodological system, and school graduates are prepared 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 informatics and ICT. The experience of using ICT in schools has shown that:

a) the information environment of an open school, which includes various forms of distance education, significantly increases the motivation of students to study subject disciplines, especially using the project method;

b) informatization of education is attractive for the student in that the psychological stress of school communication is removed by moving from the subjective relationship “teacher-student” to the most objective relationship “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) the informatization of teaching is attractive to the teacher in that it allows to increase the productivity of his work, increases the general information culture of the teacher [8].

2. Personally oriented technologies in teaching the subject Personally oriented technologies put the personality of the child at the center of the entire school educational system, providing comfortable, conflict-free and safe conditions for its development, the realization of its natural potentials. The personality of the child in this technology is not only a subject, but also a priority subject; it is the end of the educational system, and not a means to some abstract end. It manifests itself in the development by students of individual educational programs in accordance with their capabilities and needs.

3. Information and analytical support of the educational process and quality management of education for schoolchildren. The use of such an innovative technology as an information-analytical method of managing the quality of education allows you to objectively, impartially track the development of each child individually, class, parallel, school as a whole over time. With some modification, it can become an indispensable tool in the preparation of class-generalizing control, studying the state of teaching any subject of the curriculum, studying the system of work of a single teacher.

4. Monitoring of intellectual development. Analysis and diagnostics of the quality of education of each student with the help of testing and graphing the dynamics of progress.

5. Educational technologies as the leading mechanism for the formation of a modern student. It is an essential factor in today's learning environment. It is implemented in the form of involving

students in additional forms of personality development: participation in cultural events according to national traditions, theater, centers for children's creativity, etc.

6. Didactic technologies as a condition for the development of the educational process of educational institutions. Here, both already known and proven techniques, as well as new ones, can be implemented. These are independent work with the help of a textbook, a game, design and defense of projects, learning with the help of audiovisual technical means, the "consultant" system, group, differentiated teaching methods – the "small group" system, etc. Usually, various combinations of these techniques are used in practice.
7. Psychological and pedagogical support for the introduction of innovative technologies in the educational process of the school Scientific and pedagogical justification for the use of certain innovations is assumed. Their analysis at methodological councils, seminars, consultations with leading experts in this field.

Thus, the experience of the modern school has the widest arsenal of application of pedagogical innovations in the learning process. The effectiveness of their application depends on the established traditions in a general education institution, the ability of the teaching staff to perceive these innovations, and the material and technical base of the institution.

Today, many teachers use modern technologies and innovative teaching methods at school to achieve learning outcomes. These methods include active and interactive forms used in teaching. Active ones provide for an active position of the student in relation to the teacher and to those who receive education with him. During lessons with their use, textbooks, notebooks, a computer are used, that is, individual tools used for teaching.

Thanks to interactive methods, there is an effective assimilation of knowledge in cooperation with other students. These methods belong to collective forms of learning, during which a group of students work on the material being studied, while each of them is responsible for the work done.

Interactive methods contribute to the qualitative assimilation of new material. These include:

- exercises that are creative in nature;
- group tasks;
- educational, role-playing, business games, imitation;
- lessons-excursions;
- lessons-meetings with creative people and specialists;
- classes aimed at creative development – lessons-performances, making films, publishing newspapers;
- the use of video materials, the Internet, visualization;
- solving complex issues and problems using the methods of "decision tree", "brainstorming" [8].

Conclusions. Therefore, innovative teaching methods at school contribute to the development of cognitive interest in children, they teach to systematize and generalize the material being studied, to discuss and debate. Comprehending and processing the acquired knowledge, students acquire the skills to apply them in practice, gain communication experience. Undoubtedly, innovative teaching methods have advantages over traditional ones, because they contribute to the development of the child, teach him independence in cognition and decision-making.

Thus, in the course of such classes, several types of speech activity function simultaneously – reading, listening, speaking and writing, the ability to perceive and process information from

different sources develops, there is a deeper assimilation of authentic educational material, the cognitive interest and creative activity of students increase, which in ultimately aimed at achieving the main goal of the educational process – the formation and development of foreign language communicative competence.

Information technologies, in close connection with communication technologies, make it possible to modernize the educational process and implement the main educational tasks, orient the educational process towards the realization of human potential, and prepare students for the practical application of the acquired knowledge and skills in life.

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