INNOVATIVE TECHNOLOGIES IN TRAINING

Annotation: Innovation processes include all the best practices, numerous organizational changes in the field of continuing education, achievements of scientific thought and their implementation in practice.

Key words: innovation, education process, pedagogic skill.

The educational process, which occupies a Central place in pedagogy, can be considered as innovative, because its purpose is to transfer to students new knowledge for them, the formation of new personality traits. If we had effective methods for studying and evaluating innovative processes, it would allow us to regulate them, enhance their practical benefits and increase their focus. Probably, we will not be able to imagine the mechanism of emergence of innovative activity and the conditions in which this mechanism can work, without understanding the psychological barriers that inevitably arise when you need to go beyond the "system" of coordinates, the usual ways of solving a professional problem, your idea of how to perform activities, to make the transition, at least for a short time, to another platform, another point of view. Such transitions to a different culture are very difficult.

Historically, everything new and unknown has always caused people anxiety and fear. Consequently, due to the emergence of negative feelings, the existence of stereotypes of individual and mass consciousness, innovations that affect the way of life, interests and habits of people can cause them painful phenomena. This is due to the blocking of vital needs for safety, security, self-affirmation, comfort, etc. When the innovation process has begun, it still turns into an innovation, then there is no less well-developed set of methods to stop it. Among them, the most common are the following: "method of concretizing documents" - the main thing is not to
allow the breadth of the spread of innovation, the volume of content; "method of piecemeal implementation" - the introduction of only one element; "method of eternal experiment" - an artificial delay in the experimental status; "method of reporting implementation" - distortion of the true implementation; "method of parallel implementation" - innovation coexists with the old. Many elements are not replaced with new ones, but continue to work with them, etc. The above-mentioned innovative barriers can also be attributed to the barriers of creativity: the Tendency to conformism (adaptability, passive acceptance of the existing order), which is expressed in the dominant desire to be like other people, not to differ from them in their judgments and actions. Fear of being a "black sheep" among people, to seem stupid and ridiculous in their judgments. Fear of appearing too extravagant, even aggressive in his rejection and criticism of other people's opinions. In our culture, the following judgment is quite common: to criticize a person is to be ignorant of him, to show him disrespect. Fear of retribution from another person whose position we criticize. When we criticize a person, we usually provoke a response from him. Fear of such a reaction often acts as an obstacle to the development of their own creative thinking.

Personal anxiety, self-doubt, negative self-perception ("I-concept"), characterized by low self-esteem of the individual, fear of openly expressing their ideas. Rigidity ("viscosity") of thinking, which can be considered as a property to use the acquired knowledge "in their final understanding without the possibility of diversity." Innovative behavior is not an adaptation, but the maximum development of their individuality, self-actualization. The teacher should be imbued with the idea that if someone renounces some of their values and ideals, they violate their moral and intellectual integrity, become unhappy, lose their freedom. Freedom implies respect for oneself as a person. In society," there are "special techniques that force a person to stop innovative activities. It is useful for the teacher to realize, experience and get rid of psychological barriers," complexes "that prevent the implementation of innovative activities. The standardization of behavior and the inner world of the teacher is accompanied by the fact that in his
activities an increasing place is occupied by instructive prescriptions. In the mind accumulates more and more different ready-made models of pedagogical activity. This leads to the fact that the teacher can fit into the teaching community, while reducing the level of creativity. But the development of society requires innovative behavior from the teacher, that is, active and systematic creativity in teaching.

Learning technology is what characterizes and organizes the learning process and is a guide for achieving the set learning goals. Therefore, learning technology is a system category focused on the didactic application of scientific knowledge, scientific approaches to the analysis and organization of the educational process, taking into account the empirical innovations of teachers and the orientation of this process to achieve high results in the development of students' personality. Such a system of training consists of the following components: the purpose of training; the content of training; motivation and means of teaching; organization of the educational process; student; teacher; result of activity. The technology of training includes two interrelated processes: the organization of the student's activity and the control of this activity. Considering the technology of training, it is impossible not to focus on modern electronic tools, which can be called an element of the strategy of innovative learning. Traditional education has a disciplinary model of learning: disciplines are overloaded with redundant information.

The strategy of innovative training assumes such organization of management of educational process in which the personality of the teacher still acts as the leading element, but its position in relation to the student, to itself changes. Changing the nature of management, impact on students. The student's position also changes. One of the priority tasks of education related to the innovation strategy, first of all, is the training of the organizers of the educational process, that is, teachers. The training of teachers has three main goals: the development of a new management style; the development of a new type of analytical thinking, which in turn will be productive; the formation of new ways of social interaction aimed at joint implementation of projects and programs. If today there is a new technology, then there should be a system for evaluating this technology.
Thus, the indicators can be the results of comparison of technologies by blocks: educational and methodological; organizational and technological; technical. In addition, it is desirable to attract experts-specialists who can evaluate the technology from a methodological point of view and from the point of software implementation. Since the comparison of technologies can use indicators measured in a variety of scales (for example, on the scale of "excellent", "good", "satisfactory" or in points), the result of the comparison cannot be expressed in the form of a strict ranking of technologies from best to worst. The choice of technology is determined by the person's qualifications, personal experience, and understanding of the relative importance of individual blocks. The spread of modern innovative technologies in the educational process is hindered by a number of significant factors, such as: insufficient equipment of educational institutions with computer and electronic learning tools; as a rule, the lack of access of educational institutions to the Internet and other international information networks; lack of scientific and methodological base (electronic manuals, laboratory and control works, tests, etc.); insufficient qualification of teachers in the field of modern computer technology, their ignorance of both software and teaching technology; and as a result, insufficient knowledge of students in the field of handling computers, with the material presented in electronic form; lack of due attention of heads of educational institutions to this teaching method. These issues can be solved by: retraining teachers to master new innovative teaching technologies; encouraging teachers to develop new methodological multimedia manuals; conducting on-line conferences, lectures, seminars and other educational activities on the Internet and other information networks; developing a network of multimedia classes, laboratories and libraries in educational institutions; increasing the number of academic hours of training on the computer, on the Internet, with electronic learning tools; conducting scientific and educational work among students on modern information technologies. Such means would not only improve the quality of education, but also bring knowledge to more people.
Unfortunately, such examples are still rare in our country, but the development of this type of education promises prospects for residents of remote areas from large cities, villages, disabled people, employed people seeking to obtain basic or additional higher or special education. Innovative technologies in training allow not only to bring education to the masses, improve its quality and speed up the process of acquiring knowledge, but also to make education more accessible in material terms, which is not unimportant at the present time. New computer and information technologies are our future.

References:

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