

PEDAGOGICAL INVENTIONS AND AUTHENTIC LESSON OBSERVATIONS IN HIGHER EDUCATIONAL INSTITUTIONS

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Annotation:

This article will become the topic of study, analysis, and implementation of innovations and naturally any professional human activity. It presents pedagogical innovations aimed at increasing their efficiency in changing the content and technology of education and upbringing.

Keywords: human activity, educational technology, the complex activity of creation, development, use, and distribution.

Thus, the innovation process consists of the formation and development of new content and organization. In general, the innovation process is understood as a complex activity for the creation, development, use, and dissemination. The goal of innovative activity is a qualitative change in the personality of the student with a traditional system. The development of the ability to motivate actions, to independently orient themselves in the information received, the formation of creative non-conventional thinking, the development of children through the maximum disclosure of their natural abilities, and using the latest achievements of science and practice are the main objectives of innovation. Innovative technologies in lessons include the use of various methods, for example, the use of multimedia technologies, which include the use of text, graphics, and video in the learning process. Multimedia provides the best, in comparison with other technical training, the implementation of the principle of visibility, to a greater extent contributes to strengthening knowledge and practical classes — skills. The use of slide films in class allows us to visually demonstrate to the whole group the correct methods of work, and their sequence, which is very difficult to do, showing them directly on the working meter. The students delve into the dynamics of the technological process, and the peculiarities of each operation. Since the educational film can contain material of varying degrees of complexity, it becomes possible to differentiate the educational material, and assignments depending on the preparedness of a particular group of students, and take fuller account of the capabilities of each student. Undoubtedly, in modern schools the computer does not solve all the problems, it remains just a multifunctional technical training tool. Equally important modern pedagogical technologies and innovations in the learning process allow not only to «invest» in each trainee a certain stock of knowledge, but, first and foremost, to create conditions for the manifestation of cognitive activity of students. When choosing teaching methods, I focus on those that stimulate the cognitive and practical activities of students, expand their polytechnic outlook, form practical skills, and contribute to the formation of a

creative personality. In preparation for the lesson, I think about what micro shifts in the development of attention, memory, observation, fantasy, and morality of schoolchildren will be achieved in this lesson, in which for this I will use methodical techniques. In modern school practice, various pedagogical technologies are used that ensure the development of creative abilities among students. In the educational field «Technology» I consider the most productive creative design technologies for teaching. In the process of project activity, students develop their creative potential and absorb the basic laws of building modern technologies. The method of projects is a didactic tool that promotes the formation of goal-based skills and allows students to find the best ways to achieve the formulated goals with appropriate guidance from the teacher. Working on developing the creative abilities of students, I was convinced that special attention should be directed to the formation of positive motivation of students, self-mastery of knowledge, and creative approach to teaching. At the heart of the project method is creativity, the ability to navigate the information space and independently design their knowledge. Design technologies are at the heart of project methods, so students should, first of all, be familiar with the basic design strategies. It is important to form a steady interest in technological creativity, which contributes to an understanding of the structure and composition of the technological process in a public form and ensures the transfer of the acquired knowledge to a wide variety of situations. The didactic teaching system provides for extensive use in the teaching process of heuristic and research methods that must meet the creative needs of students. Control and self-control ensure the effectiveness of mastering the necessary knowledge. Educational and developmental functions of complex study can be realized against the background of high emotional activity of students. Through the method of the project, I manage to establish strong links between the theoretical knowledge of students and their practical activities. The method of projects is a learning system in which instruction is realized through planning and doing.

Pedagogical technology «Project method» is an open and developing system that can be improved based on an advanced pedagogical experience. The structure of the cognitive activity of students when solving problems by the method of projects is similar to the thinking activity of a professional designer with the addition of the stage of the project in practice by doing. It should be noted that the main task of the teacher is to organize the educational activity of schoolchildren in a form that simulates the basic stages of design technology. Designed can both material objects and situations of production and services. It is pertinent to note that the modeling activity of the teacher is leading and has a focus on recreating (modeling) in the learning process the structure and content of the technology studied by the students. In the first stage, all the forthcoming actions are designed by the students in a theoretical form with the obligatory identification of possible problems and contradictions and with the development of options for overcoming them. In the second stage, all ideas are realized in practice. All practical actions are carried out based on the developed strategy of activity. As the project

progresses, the theoretical constructs of students can be refined and specified, and they can be adjusted. The overall structure of the activity remains unchanged, recreating (modeling) the basic laws of design technology. With all the options for constructing the educational process, I draw the student's attention to the following concepts:

- basic information about design;
- methods of design;
- personal design factors;
- design engineering;
- artistic design;
- Technology evaluation of proposed projects. So, the creative project is the result, the result of any independent work. The evaluation of the project will depend on how accurately and precisely the technological operations have been carried out, and how fully and firmly acquired the acquired knowledge will be. When carrying out project work in the school, first of all, a demonstration of the results of independent work of students and one of the main stages of their education. By teaching others, you learn by yourself. Understanding this pattern, the student, having studied something, strives to tell others about it. In the course of protecting the project, students learn to present the information received, face other views on the problem, learn how to prove their point of view, and answer questions. The use of innovative technologies in teaching not only fuels the motivation of children, not only makes lessons more diverse and interesting but also contributes to the self-development and self-education of the teacher. The pride in the results of labor, and the search for new more rational methods of the lesson, enhance the image of the teacher. The dignity of the project activity is the creation of a special educational atmosphere that allows the development of thinking, and memory, the ability to extract information from various sources, cultivate spiritual, and communicative qualities, and reveal talents. Project-based learning is an incentive for the success of the teacher and student. The children have learned to perform creative projects in various kinds of arts and crafts. The result of our joint work is participation in various events held both at school and at the district level, as well as winning in district competitions.

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