INNOVATIVE EDUCATIONAL TECHNOLOGIES ARE A FACTOR IN THE MODERNIZATION OF THE EDUCATION SYSTEM

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Annotation. The article discusses in detail the wide application of pedagogical innovations in the educational process as a global trend of global development, the growing scale of pedagogical innovations, the systematic application of innovations in education at a time when the country is rapidly developing.

Key words: innovation, educational development, change, innovation, quality, result, formation.

Modern society has its own rapidly and deeply changing character, such changes are evident in the processes of public structures, including relations between independent states, personality and society, demographic policy, urbanization. Education should also take into account all the changes taking place in society as a separate component of the global community structure, on this basis it is necessary to change its structure and content of activity. Today, the issue of the fact that education lags behind the pace of development of society, the technologies used in the educational process do not fully meet the modern requirements is often recognized by the world community. Because education as a function of socialization should also be followed by changes in the society as well as its impact on its development. However, the relationship between the development of society and the educational system has a complex appearance and is distinguished by a high degree of enthusiasm. Education does not accept the influence of all active and sluggish changes, but has its own influence on what is happening in society. From this point of view, changes in education are not only as a result, but also as a condition for the further development of society [1].

It is known that today, when science and technology are developing rapidly, the volume of many scientific knowledge, concepts and imaginations is growing rapidly. This, on the one hand, ensures its differentiation due to the development of new fields and departments of science and technology, and on the other hand, creates a process of integration between the sciences.

In this context, the demand for highly qualified teachers is growing, capable of educating a harmoniously developed generation in the spirit of universal and national values formed over the centuries, mastering the fundamentals of science, pedagogical and psychological methods, highly trained and able to apply modern pedagogical and information technologies and training of qualified creative educators is required [2].

At present, the widespread use of pedagogical innovations in the educational process is a global trend in world development. At a time when the scale of pedagogical innovations is growing, the process of modernization in the country is developing rapidly, special attention is paid to the systematic introduction of innovations in the field of education. However, despite the creation of many pedagogical innovations, the level of introduction of pedagogical research on the introduction of new content, forms, methods and tools of teaching in the educational process is not yet sufficient [3, 4, 5].

Indeed, in the implementation of the updated education system, it is important that every teacher has the ability to constantly study the latest developments in the field of education of a harmoniously developed generation and apply them consistently in their work. Today, innovations in science and technology need to be quickly incorporated into the curriculum, thereby paving the way for the formation of modern knowledge. In addition, modern teaching technologies, related methodological approaches create favorable conditions for future teachers to form the necessary knowledge, important laws, many fundamental concepts in a relatively light, deep and solid [6, 7, 8].

The formation and development of professional training of students of higher pedagogical educational institutions requires a systematic, comprehensive approach to this process. The ability of the future teacher to have in-depth knowledge, the ability to work effectively depends on the degree to which he has sufficient

theoretical and practical knowledge of the basics of science, the ability to effectively use innovations in the educational process [10].
Relying on the diverse relationship of tradition and innovation, culturologists divide society into traditional and modern. In a traditional society, tradition dominates innovation. In modern societies, however, innovation is a basic value [9].
The importance of pedagogical technology is determined by the emergence of strong links between previously acquired knowledge and new knowledge. The following rules are required in this process:
- rule of equal value (equivalent): the behavior of the learner in the field of education in Japan is consistent with the behavior of the learner, which is expected to be organized by the learner during the test or examination;
- a similar rule of practice: the learner does not have the obligation to organize the behavior to be codified, but has the opportunity to practice in a shapoitlap, which is essentially the same;
- the rule of determining the results: to provide information to the student on the results of the assessment of the content of hap-beep behavior, to organize a closed nazopat in Japan;
- the rule of encouragement: to encourage the student's acceptable behavior, in the course of pedagogical activity, the student's positive behavior is not reprimanded, but a practical multiplier is created, which creates the desire to correct the student's behavior.
The concept of "pedagogical technology" is used in educational practice at three levels:
General pedagogical (macro) degree. Technologies corresponding to this level belong to the integrated pedagogical process and allow their application in all types of education systems.
Special-methodical (meso) degree. This degree reflects the orientation of a particular subject, a particular group of learners, to teachers of a particular specialty.
Local level (micro). Technologies of this level serve as a separate component of the educational process, the formation of individual qualities, the formation of special learning skills and competencies.
Real educational practice fully confirms that the widespread introduction of advanced pedagogical technologies in practice will serve to improve the quality of education. However, a number of problems related to the application of advanced pedagogical technologies in the process of higher education are also evident, the consideration and solution of which will serve to improve the quality of education. Such pressing issues include:
1) Insufficient classification of interactive methods for use in higher education and teaching aids that cover their content. Although a number of textbooks on pedagogical technology have been created in the country, these textbooks do not clearly reflect the interactive methods that can be used in higher education and methodological guidelines for their use. This situation leads to the fact that professors and teachers of higher education are not fully aware of the information on the use of interactive methods. Observation of the educational process in higher education institutions shows that the interactive methods widely used by professors are very lacking.
2) professors and teachers must fully follow the methodological rules when using interactive methods. In other words, interactive methods should be applied taking into account the specifics of the subject, the goals and objectives of the topic, the age of the students, the form of training, the availability of optimal conditions in the classroom. A simple example: professors, especially young teachers, use the cluster method in almost every lesson. Interestingly, this method is often used, whether or not the learning objective can be achieved. It is also not possible to create networks by drawing three or four circles. This method is used to generalize and systematize students' ideas about a particular event, process or concept. Based on this basis, the cluster method can be used only at the stage of strengthening the material. Summarizing the above points, the improper use of the interactive method does not lead to an increase in the effectiveness of education, but rather to a decrease in the quality of training;
3) In order to create educational technologies, teachers must have the ability to turn learning objectives into pedagogical tasks, to define it in accordance with the expected result. In the process of creating the technological developments of all the lessons, it would not be appropriate to use words of the same verb

category (inform, explain, illuminate, explain, etc.) to turn the identifying learning objectives into tasks. This requires professors to have the skills and competencies to apply Blum's taxonomy in practice. Successful design of the learning process cannot be achieved without the ability to turn identifying learning objectives into learning tasks;

4) the introduction of pedagogical technologies in the process of higher education should serve as an alternative to the traditional system of education. Because there is no need to use interactive methods in all classroom sessions. Most importantly, the expected outcome of the training should be achieved on the basis of a technological approach. In this process, any optimal methods can be used to achieve the goal.

Based on the above considerations, in order to increase the effectiveness of the use of pedagogical technologies in higher education, it is necessary to successfully address the following methodological tasks:

1) Professors should have a clear understanding of the meaning of such concepts as "interactive method", "strategy", "technology". Failure to properly understand the essence of these concepts creates many methodological difficulties in their application. In higher education, the main focus should be on the design (technological model) and planning (technological map) of the teaching process, ie on technology;

2) methodological rules and guidelines should be followed in the use of interactive methods in the teaching of subjects in higher education. By following clear methodological guidelines, it is possible to effectively use interactive methods. This will serve to increase the quality of education;

3) diversity, creativity, based on innovative approaches in the creation of educational technologies in the sciences, it is expedient to avoid falling into the same mold. In this process, it is appropriate to take into account the specifics of the disciplines, forms of training, topics.

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