INNOVATIONAL EDUCATIVE METHODS IN THE EDUCATIONAL SYSTEM

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Abstract: *New information and qualifications are continually being added to the educational landscape of the modern world. New areas of interaction and specialties that comprise new disciplines are developing. Reforms are being made to higher education worldwide. The hunt for new educational technology and formats resulted from this. Higher education is developed in accordance with a number of guiding concepts in order to align with global norms and criteria. First and foremost, this is the introduction of novel achievements in science and education. It is well recognized that the creation of a generation of people who are creative depends on the innovative ways in which society develops. The development of personality, cultural and communicative preparation, the capacity to autonomously acquire and develop knowledge, to shape information, and social skills will therefore receive the majority of attention. In light of this, the article's primary goal is to examine the key components of cutting-edge pedagogical technologies in the educational system.*

Introduction:

The Post-2015 Sustainable Development Program, an analytical report by UNESCO, noted that innovations in various spheres of public activity should include high dynamism, rapid change in knowledge, information, and technology. Higher education should become the main element in the direction of progress in the new information era. In these circumstances, the state's role in assuring access to high-quality education, a high level of knowledge, and

the opportunity to develop necessary skills and competencies is becoming more and more crucial for society through granting academic freedom and mobility to higher education institutions.

The purpose of education in the development of an inventive society is to enable students to understand and put into practice new scientific concepts, theories, tools, and methodologies in addition to imparting to them the information and skills they have acquired over the years. Human efforts are the primary source of knowledge development, which are created through carrying out effective educational activities, performing research, and creating novel concepts in the relevant field. All knowledge-generating institutions, including businesses, R&D facilities, experts in higher education from colleges to universities are looking for innovative ideas in their area of expertise and advance knowledge in many ways (Pliushch & Sorokun, 1970).

Educational technologies serve the purpose of predicting educational development, its specific design and planning, predicting results, and determining the corresponding educational goals and standards. They also reflect the general strategy for the development of education, a unified educational space (Pliushch & Sorokun, 1970).

Some fundamental methodological standards and criteria for manufacturability must be addressed by pedagogical technology (Kolgatin, Kolgatina, 2019): conceptuality (reliance on a concept that provides philosophical, psychological, didactic, and socio-pedagogical justifications for educational goals); consistency (pedagogical development must have all features of the system); consistency of the process, the interconnection of all its parts, integrity; manageability (the ability to set goals, design the learning process, use step-by-step diagnostics, and use a variety of means and methods to correct the result); Reproducibility (the ability to use in other settings of the same type, by other subjects), efficiency (cost optimality, guaranteed attainment of the targeted outcome - a specified training standard), and the unity of the content and procedural aspects, their interrelation.

There are various educational technology alternatives available in contemporary pedagogical thought and practice. Each educational tool has its own procedural traits (motivational, managerial, student category), as well as software and methodological support (curriculum and programs, teaching aids, didactic materials, visual and technological teaching aids, diagnostic interpretations). Interactive educational technology played a significant role in higher education. The core idea behind interactive technologies is that learning happens through student participation. Both the teacher and the pupils are learning objects. (Awe & Church, 2020)

Since the necessity for reorganizing education and the creation of a suitable educational and material base in our nation is already apparent, solving urgent pedagogical problems effectively, consistently, and quickly is important in the modern world. This can be aided by new pedagogical and informational technology. One cannot be separated from the other because only through the wide adoption of new pedagogical technologies will the paradigm of education be changed, and only through new information technologies will the potential of new pedagogical technologies be most fully realized. The ability to fully expose the didactic and pedagogical purposes of the techniques, as well as to fulfill the potential possibilities they contain, is made feasible by modern information technologies (Awe & Church, 2020)

Body: Innovative pedagogical technology is viewed as a unique way of arranging activity and thought that aims to organize innovations in the educational setting, or as a method of assimilating, putting into practice, and disseminating new ideas in education.Innovation in the pedagogical process refers to the addition of something new to the objectives, subjects, formats, and methods of instruction, as well as to the cooperative actions of the educational process' participants (Pliushch & Sorokun, 1970).

The employment of innovative technologies in the higher education system is seen as the instructor employing novelty to model the educational process's content, forms, and techniques in line with the desired outcome.

Differentiated, problem-based, contextual learning, and game-based learning technologies are employed in the instructional activities of a modern university.A focus on a close relationship between education and the immediate needs, interests, and experience of students characterizes contemporary didactic searches for contextual learning tools. Every master's student possesses unique personal experience that should be considered and relied upon during the professional development process (Pliushch & Sorokun, 1970).

This method of structuring the vocational training process contributes to the establishment of a professional competence environment that transforms the master's student into a subject of knowledge as well as a subject of his own professional and personal growth (Bingimlas, 2009). A wide range of informational formats, a high level of clarity, and the ability to organize both group and individual research projects all contribute to the effectiveness of using contemporary information technologies in the development of the theoretical underpinnings of the pedagogical skills of the future teacher.

The use of cutting-edge technologies in the professional training of future teachers enables them to master the subject matter at their own pace, independently, and with the aid of practical information-perception techniques. This results in positive emotions and forms a strong motivation for learning. A professionally oriented educational information environment is created that contributes to the development of the workforce by introducing computer presentations, electronic dictionaries, textbooks, and manuals; test programs, textbook programs, training programs, dictionaries, reference books, encyclopedias, video tutorials, libraries of electronic visual aids, thematic computer games, etc(Pliushch & Sorokun, 1970).

The goal, content, methods, forms of education, methods, and style of activity are modified, and the educational process is adjusted to the contemporary needs of the time and the social demands of the labor market. This is what is meant by educational innovations. Additionally, the adoption

of anything new in educational practice is the result of good changes; as a result, it should be used to address pressing issues within a specific educational setting and endure experimental testing prior to being put into practice. First and foremost, this should include contemporary modeling, the planning of unconventional lectures, practicals, and seminars, individualization of teaching aids, office, group, and additional training, optional, at the students' discretion, deepening of knowledge, problem-oriented learning, scientific and experimental in the study of new material, development of a new control system for assessing knowledge, use of computer, multimedia technologies, and educational and methodological(Pliushch & Sorokun, 1970).

According to Kryshtanovych, Stechkevych, Ivanytska, and Huzii (2020), the following steps are taken by the teacher during an interactive lesson:

1)determining whether interactive techniques are appropriate for this particular lesson;

2) Careful selection and analysis of educational content, which may also include extra (tests, examples, situations, group-based tasks, etc.);

3) lesson planning, including stages, timing, roughly assigned group sizes, participant roles, questions, and potential responses;

4) creation of standards for measuring the productivity of teams and classes;

5) Motivating an educational activity by posing a challenge, presenting fascinating information, etc.

6) When announcing or presenting a topic, making sure that students comprehend the subject matter of their activities and how the formation of expected results;

7) giving students the knowledge they need to finish practical tasks as quickly as possible;

8) ensuring student assimilation of educational material through an interactive exercise (of the teacher's choosing);

9) reflection (summation) in various formats, including individual work, pairwork, groupwork, discussion, and visualizations like diagrams and graphs.

There are four primary options for pedagogical technologies and the following models used in higher educational institutions(Pliushch & Sorokun, 1970):

The main pedagogical technology choices.

Options for educative methodologies

1. Based on the student's developed fixed intellectual development, the L. V. Zankov system, problem learning technologies, heuristic learning models and others, as well as the developmental education system of D. B. Elkonin and V. V. Davydov, are all put into practice. Despite their widespread use and promising outcomes, some technologies are controversial (especially if the rapid advancement of intelligence comes at the expense of figurative and emotional understanding of the world).

2. Through various forms of play, technologies for the priority development of the emotional-sensory sphere, imagination, creative possibilities and abilities, and psychological trainings associated with the names of L. N. Tolstoy, K. Ventzel, M. Montessori, S. Frene, and R. Steiner. Results have been obtained in more recent versions, particularly in "free development schools," that are encouraging but not guaranteed. In institutions of primary vocational education, where the general intelligence and various abilities of the individual strive to develop, technologies for the priority development of practical thinking, labor skills, and abilities are consistently embodied. This attracts students to work and contributes to their professional self-awareness.

3. Technologies for the development of the student's moral character, the ecological purity of the approach to the student's nature, the instillation of noble virtues in him on the foundation of faith in his inherent purpose, and various options. The pedagogical system of V. A. Sukhomlinsky

most consistently and effectively reflects this option: a young man is a phenomenon, a carrier of his mission and the energy of spirit. The development of his spiritual world, the training of excellent and good thinking, and responsibility for his thoughts and aspirations, rather than just his actions, are priorities. It is advocated to use a different set of educational values and practices. The highest level of human thought, which is a component of human culture, is regarded as pedagogy.

CONCLUSION: Innovations in education are essential because they call for a fresh approach to teacher preparation, which has a significant impact on students' personal development. (Рашидовна et al.). Yet, innovative education is a complicated process that needs competent, helpful management. The implementation of cutting-edge pedagogical technologies has had a significant impact on how education is conducted, making it possible to address issues with student-centered learning, differentiation, humanization, and the formation of unique educational perspectives. Both conventional and cutting-edge teaching techniques, which are equally effective in the modern learning process, should be used; in some circumstances, they are simply indispensible. They must always interact with one another and support one another. Both of these ideas must be present at the same level (Pliushch & Sorokun, 1970).

To sum up, introducing innovational methods into educational processes in education system requires to advance teaching skills of professors, as well as future teachers with professional competence who participate in innovative processes and improve the standard of student achievement indicators (Pliushch & Sorokun, 1970).

Subsequently, if new educational methods are introduced in the pedagogical system, it is believed to be replaced with the traditional ones. As a result, educational establishments may design an ideal method for structuring the process of education.

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