

PROBLEMS OF INTRODUCING INNOVATIVE PEDAGOGICAL TECHNOLOGIES AND ICT IN THE EDUCATION SYSTEM

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Annotation: The current stage of the development of society poses a whole range of fundamentally new problems to the education system due to political, socio-economic, ideological and other factors, among which the need to improve the quality and accessibility of education should be highlighted. The article deals with the problems of introducing innovative educational technologies and ICT into the education system.

Keywords: information and communication technologies, modern educational process, innovative technologies, pedagogical activity.

The introduction of ICT in the content of the educational process involves the integration of various subject areas with computer science, which leads to the informatization of the consciousness of students and their understanding of the processes of informatization in modern society (in its professional aspect). Deep processes occurring in the education system both in our country and abroad lead to the formation of a new ideology and methodology of education as an ideology and methodology of innovative education. Innovative learning technologies should be considered as a tool with which the new educational paradigm can be implemented. [1; 67-69]

The main goal of innovative education technologies is to prepare a person for life in an ever-changing world. The essence of such training consists in orientation of the educational process on the potential capabilities of a person and their implementation. Education should develop the mechanisms of innovation, find creative ways to solve vital problems, promote the transformation of creativity into the norm and form of human existence.

One of the effective ways to solve these problems is informatization of education. Improvement of technical means of communication has led to significant progress in information exchange. The emergence of new information technologies associated with the development of computer tools and telecommunications networks has made it possible to create a qualitatively new information and educational environment as a basis for the development and improvement of the education system. [2; 28-30]

The use of information and communication technologies makes it possible to significantly speed up the process of searching and transmitting information, transform the nature of mental activity, and automate human labor. It is proved that the level of development and implementation of information and communication technologies in production activities determines the success of any company. The basis of information and communication technologies are information and telecommunication systems built on computer tools and representing information resources and hardware and software tools providing storage, processing and transmission of information over a distance. [3; 33-36]

Innovations, or innovations, are characteristic of any professional human activity and therefore naturally become the subject of study, analysis and implementation. Innovations themselves do not arise, they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams. This process can not be spontaneous, it needs to be managed.

With the introduction of modern technologies in the educational process, the teacher and educator are increasingly mastering the functions of a consultant, advisor, educator. This requires special psychological and pedagogical training, as in the professional activity of the teacher not only special, subject knowledge, but also modern knowledge in the field of pedagogy and psychology, training and education technology is realized. On this basis, a readiness for perception, evaluation and implementation of pedagogical innovations is formed. [5; 123-125]

First, the ongoing socio-economic transformations necessitated a fundamental renewal of the education system, the methodology and technology of organizing the educational process in educational institutions of various types. Innovative orientation of the activities of teachers and educators, including the creation, development and use of pedagogical innovations, serves as a means of updating the educational policy. [6; 229-232]

Secondly, the changing nature of the attitude of teachers towards the very fact of mastering and applying pedagogical innovations. In conditions of strict regulation of the content of the educational process, the teacher was limited not only in the independent selection of new programs, textbooks, but also in the use of new techniques and methods of pedagogical activity. If earlier innovation activity was mainly focused on the use of top-recommended innovations, now it is becoming more and more selective and exploratory in nature. That is why the analysis and assessment of pedagogical innovations introduced by teachers and the creation of conditions for their successful development and application become an important

direction in the work of school leaders and educational authorities.

Thus, education in its essence is already an innovation. Applying these technologies in innovative education, the teacher makes the process more complete, interesting, rich. The imperative of innovative technologies with a focus on the changed status of the subject of education should ensure the modernization of society as a whole. The education system should be open to innovation, because they underlie the birth of new knowledge, which are the source of modernization and renewal of society.

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