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Formation of Students in the Field of Technological Education on the Basis of Innovative Approach

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ABSTRACT

This article describes the content of education, the purpose of education, the expected outcome, the correct choice of teaching methods, forms and tools, the development of clear criteria for assessing students' knowledge, skills and abilities in the design of educational processes among teachers and students. the expediency of focusing on implementation and harmonization with each other is highlighted

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There is a growing interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process. teaches them to search, to study and analyze independently, and even to draw their own conclusions.The educator creates conditions for the development, formation, acquisition and upbringing of the individual in this process, and at the same time performs the function of management, direction. In the learning process, the student becomes a key figure.

Therefore, the role and place of modern teaching methods - interactive methods, innovative technologies in the training of qualified professionals in higher education is enormous. At the same time, knowledge, experience and interactive methods of pedagogical technology and pedagogical skills ensure that students have knowledgeable, mature skills.

Innovative technologies are innovations and changes in the pedagogical process and in the activities of teachers and students, the implementation of which is based on the full use of interactive methods.

Interactive methods are called collective thinking, that is, methods of pedagogical influence, which are an integral part of the content of education. The peculiarity of these methods is that they are carried out only through the interaction of educators and students.

The process of such pedagogical cooperation has its own characteristics, which include:
- forcing the student to think independently, create and research independently during the lesson;
- ensure that students have a constant interest in knowledge in the learning process;
- independently strengthen the student's interest in knowledge with a creative approach to each issue;
- The organization of constant joint activities of teachers and students.

According to teachers, researchers and practitioners studying the problems of pedagogical technology, pedagogical technology is not only related to information technology, but also TSO - UTV (increasing the effectiveness of education), (teacher's technology), computer, distance learning, or the use of different techniques. We believe that the most basic foundation of pedagogical technology is that it depends on the technology chosen so that the teacher and the student can work together to achieve a guaranteed result from the set goal.

It is up to the teacher and the student to choose which technology to use to achieve the goal, because the main goal of both parties is clear: to achieve the result, depending on the level of knowledge of students, group behavior, the technology used, for example, to achieve the result , perhaps you will need film, handouts, drawings and posters, various publications, information technology, depending on the teacher and the student.

In addition, it is necessary to design the teaching process in advance, in which the teacher must take into account the specifics of the subject, place and conditions, TSO-O'TV, most importantly, the student's abilities and needs, and the ability to organize collaborative activities. In short, the student needs to be brought to the center of learning.

It is important for the teacher to be able to see each lesson as a whole and to design the future lesson process in order to visualize it. In this case, the teacher creates a technological map of the future lesson for each subject, the subject being taught for each lesson, based on the nature of the subject, the capabilities and needs of students.

Creating such a technological map is not easy, because it requires a teacher to be aware of pedagogy, psychology, private methodology, pedagogy and information technology, as well as to know many methods and techniques. The diversity and fun of each lesson depends on the carefully designed technological map of the lesson.

The appearance or form of the technological map of the lesson depends on the experience, goals and will of the teacher. Whatever the technological map, it should reflect the course process as a whole, and clearly define the purpose, task and guaranteed result, the technology of organization of the course process. The structure of the technological map saves the teacher from writing an extended syllabus of the lesson, because such a map reflects all aspects of the lesson process.

Below you will find an example of a pre-designed technological map of the lesson on "Folk crafts from wood and other materials."

Technological map

Subject:	Manufacture of products from wood and other materials on the basis of folk crafts
Purpose, tasks	To teach students to carve wood by hand using tools used in carpentry. Individual and group mastering of the distributed materials and control of the level of mastering of the texts in the handouts through discussion, assessment of their knowledge.
The content of the learning process	The importance of carving tools used in student carpentry in our daily lives. Training to keep the workplace clean and follow the rules of hygiene. To teach different ways of carving wood, to grow and develop students 'creativity. Carving tools used in carpentry (chisels, hammers, saws, pliers, etc.)
Technology of implementation of educational process	**Method:** Conversation technology. **Form:** Working in small groups. **Tool:** Handouts: texts, information. **Method**: Based on ready written materials and drawings.

	Control: Oral control, question and answer. **Rating:** Incentives based on a 5-point system.
Expected results	**Teacher:** The topic will be mastered by all students in a short time. Increases student activity. Students are interested in the lesson. Most students are evaluated at the same time. They achieve their goals. **Student:** Acquires new knowledge. Learns to work individually and in groups. Speech develops and the ability to remember increases. Learns self-control. You will have a lot of information in a short time.
Future plans (analysis, changes)	**Teacher:** Mastering and application of modern pedagogical technologies in the classroom, improvement. Work on your own. Relate the topic to life events. Improving pedagogical skills. **Student:** Learning to work independently with text. To be able to express one's opinion fluently. Find additional materials on this topic, study them. Develop the ability to come to a decision by analyzing their own opinion and the opinion of the group.

Each subject of the subject taught by the teacher, the technological map created for each lesson, as above, allows him to approach and understand his subject as a whole (for one semester, one academic year), the beginning of the whole educational process, from the goal, helps to see the result. In particular, the creation of a technological map based on the student's ability, needs, allows him to bring it as an individual to the center of education. This leads to an increase in the effectiveness of teaching.

The analysis of teacher innovation activity requires the use of certain criteria that determine the effectiveness of innovation. Such criteria include novelty, optimality, high efficiency, opportunities for innovative creative application in mass experiments. Novelty as a criterion of pedagogical novelty reflects the essence of the proposed novelty, the level of novelty. Pedagogical scholars distinguish between absolute, limited absolute, conditional, and subjective levels, which vary according to the degree and popularity of the application of innovation.

The criterion of acceptance refers to the effort and means expended by the teacher and the student to achieve the result. Effectiveness refers to certain important positive outcomes in a teacher’s tool. Pedagogical innovation, by its very nature, must remain the property of mass experiments.

V.A. Slastin's research provides an opportunity to determine a teacher's positive preparation for innovative activities:

• predict the success of the intended innovation as a whole and its individual stages;

• compare innovations with other innovations, select the most effective of them, determine their most important and accurate;

• check the level of success of innovation implementation;

• Assess the innovation capacity of the organization implementing the innovation.

In this case, the innovative activity of the teacher includes the analysis and evaluation of innovation, the formation of goals and concepts of future actions, the implementation and analysis of this plan, performance evaluation, in which the effectiveness of innovative activity is determined by the teacher.

One of the most important issues of innovative activity is the personality of the teacher: he must be an innovator, a productive creative person, a wide range of interests, a rich inner world, revenge for pedagogical innovation. Innovative activity consists of motivational, technologically reflective part. Preparation of the teacher for this activity is carried out in two directions: formation of innovative preparation for perception of innovation and training in new actions.

In the organization of innovative activities, the cognitive activity of students and its management is of particular importance.

The study of pedagogical processes of innovation processes, functions, mechanisms and technologies of its implementation and management principles allows to organize the educational process on the basis of achievements of modern pedagogy and psychology.

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