THE USE OF INNOVATIVE TECHNOLOGIES IN THE PROCESS OF TEACHING PEDAGOGICAL DISCIPLINES: PSYCHOLOGICAL FACTORS OF TEACHERS' ATTITUDE TO PEDAGOGICAL INNOVATIONS

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Abstract. This article observes to use innovative technologies also considers psychological factors of readiness of the teacher to innovative activity.

The article considers the types of the latest innovative technologies in the process of teaching pedagogical disciplines: psychological factors of teachers ' attitude to pedagogical innovations. The prospects and features of the introduction of innovative learning technologies in educational institutions are determined.

Education, on the one hand, depends on the processes taking place in it, reacting and responding to the state of scientific and technological progress, trends in the development of the economic sphere of the country, on the other, of course, affects all processes and aspects of life, since it trains specialists, develops personality, forms certain life views. Therefore, the current state of innovation in education in our country deserves special attention. The problem of formation and development of pedagogical innovative technologies attracts the attention of many teachers and scientists. However, it should be noted that there is a lack of a comprehensive systematic approach to the implementation of innovative technologies in the pedagogical process. Analyzing the teaching technologies that are used in educational institutions, we note their division into two groups, which we call traditional and non- traditional. In the education system, we distinguish such innovative technologies: innovations in the content of education, innovations in the pedagogical process, innovations in the organizational structures of education, innovations in the activities and relations between teachers and students, innovations in the field of educational services, innovations in the field of international cooperation of educational institutions.

Keywords: motive; pedagogical innovations; innovation; brain storm; knowledge; interactive training; cognitive component; computer technologies; affective component; discussion.

Let's consider innovative pedagogical technologies that allow us to improve the educational system. The essence of the problem presentation of knowledge by the teacher is that instead of transmitting ready-made provisions (rules, laws) of science, the teacher reports the actual material, gives its description against the background of systematically created problem situations, constantly encourages students to partially or completely independent cognitive activity with the establishment and solution of educational problems.

In the process of using innovative technologies, students improve their skills in working with text, create graphic objects, databases, and use spreadsheets. The availability of global information bases allows students to learn how to use a

variety of information, analyze it, which undoubtedly expands their horizons. The use of innovative technologies increases motivation to learn, stimulates cognitive interest, and increases the effectiveness of independent work. Innovative technologies can become the main tools in the field of educational, educational and creative activities of students [2].

The pedagogical basis of the automated educational and control program consists of a variety of test tasks. Due to the fact that information in today's world is rapidly losing relevance, the teacher must constantly update the materials training package, to bring students to an even greater extent will promote motivation in the learning process. The combination of, for example, two cutting-edge technologies creates an innovative technology that, on the one hand, provides computer support for learning (information technology), and on the other hand, provides individualization of learning (modular technology). Information-modular technology allows you to actively use distance learning, based on the use of a wide range of various information, technological and technical means that allow you to build the learning process without taking into account the place and time. The most important features of distance learning are flexibility, modularity, parallelism, completeness of information access, economy, technology, social internationality and humanity. Thus, information and modular technology occupies a worthy place in the general system of pedagogical technologies.

So, the article considers some innovative pedagogical technologies that are used in the preparation of students of educational institutions in the educational process. it should be noted that one of the presented pedagogical technologies cannot be called a priority. They can only be used in the system, in their complex interaction. Therefore, the value lies precisely in their simultaneous and contiguous use. When choosing a technology, you need to make sure that it guarantees the achievement of a certain level of training and education. The use of innovative pedagogical technologies also depends on the teacher's ability to properly organize the educational process. When choosing a particular pedagogical technology, it is necessary to remember the moral aspect. We are talking, in particular, about the feasibility of using well- known and created pedagogical technologies. Innovative technologies are an important factor in the educational process. in the future, the widespread use of innovative pedagogical technologies in the educational system becomes obvious. The wide range and multiplicity of innovative and information technologies necessitate their further detailed analysis and study in complex interaction.

Innovation is a complex of interrelated processes and is the result of the conceptualization of a new idea aimed at solving the problem and then – to the practical application of the new phenomenon. As pedagogical innovations in the educational process can be: the content of educational material, technical means, pedagogical technologies, etc.We will focus in more detail on technologies and the attitude of teachers to innovation. V. D. Simonenko refers to innovative technologies of training: interactive technologies of training, technology of project training and computer technologies [1].

In the psychological theory of learning, interactive learning is based on the

psychology of human relationships. interactive learning technologies are considered as ways of mastering knowledge, forming skills and abilities in the process of interaction between the teacher and the student as subjects of educational activity. Their essence is that they are based not only on the processes of perception, memory, attention, but, above all, on creative, productive thinking, behavior, communication. at the same time, the learning process is organized in such a way that students learn to communicate, interact with each other and other people, learn to think critically, solve complex problems based on the analysis of production situations, situational professional tasks and relevant information [2].

In interactive learning technologies, the roles of the educator and the trainees, as well as the role of information are changing significantly. Didactic play is an important pedagogical means of activating the learning process. in the process of didactic play, the student must perform actions similar to those that may take place in his professional activity. As a result, there is an accumulation, actualization and transformation of knowledge into skills and abilities, the accumulation of personal experience and its development. The technology of the didactic game consists of three stages: preparation, analysis. for example, the solution of the same pedagogical tasks and situations can be found only in the course of performing game actions. Students are given a certain pedagogical situation in the classroom, they assign roles, consider options for solving the situation, a game plot, and then present the chosen solution. Evaluating the effectiveness of didactic games, we can note the following: the game allows you to control the knowledge of students; during the game, students form their own opinion, independence; the ability to make decisions in real conditions is worked out; the ability to work in a team to solve a common problem is formed. The technology of project training is considered as a flexible model of the organization of the educational process, focused on the creative self-realization of the individual, trained by the development of her intellectual, volitional qualities and creative abilities in the process of creating an educational creative project [3].

The use of computer technologies in the system of professional education contributes to the implementation of the following pedagogical goals: development of the student's personality, preparation for independent productive professional activity; implementation of the social order determined by the needs of modern society. The successful implementation of any innovation in education depends on a variety of psychological and socio-psychological factors, which can be both objective and subjective. The decisive factor in the renewal of the school is the personality of the teacher. at the same time, teachers differ in their attitude to innovations.

Model of innovative mechanisms for the development of education the above leads to the conclusion that the public need to update education requires special attention to innovative processes, to optimize their management, to factors that hinder or contribute to the introduction and dissemination of pedagogical innovations, to the personality of the teacher, his training and retraining. Readiness for innovative activity is understood as a set of qualities of a teacher that determine his focus on the development of his own pedagogical activity and the activity of

the entire team, as well as his ability to identify current problems of students ʿ education, find and implement effective ways to solve them [4].

Psychological factors of teachers ʿ readiness for pedagogical innovations.

The first component of the teacher's readiness for innovation is the presence of a motive for inclusion in this activity.

The second component of the considered readiness is a set of knowledge about modern requirements for the results of school education, innovative models and technologies of education, what determines the needs and opportunities for the development of existing pedagogical practice. The third component of the teacher's readiness for innovative activity is a set of knowledge and ways to solve the problems of this activity.

I would like to note that the leading functions of innovative learning can be considered: intensive development of the personality of the student and teacher; democratization of their joint activities and communication; orientation to creative teaching and active learning, to the initiative of the student in forming himself as a future professional; modernization of means, methods, technologies of training that contribute to the formation of innovative thinking of the future professional.

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ПЕДАГОГИКАЛЫҚ ПӘНДЕРДІ ОҚЫТУ ПРОЦЕСІНДЕ ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ: ПЕДАГОГТАРДЫҢ ПЕДАГОГИКАЛЫҚ ИННОВАЦИЯЛАРҒА ҚАТЫНАСЫНЫҢ ПСИХОЛОГИЯЛЫҚ ФАКТОРЛАРЫ

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Аңдатпа. Бұл мақалада мұғалімнің инновацияға дайындығының психологиялық факторлары қарастырылады. Мақалада педагогикалық пәндерді оқыту үдерісіндегі жаңа инновациялық технологиялардың түрлері қарастырылады: педагогтердің педагогикалық инновацияларға қатынасының психологиялық факторлары. Білім беру мекемелеріне оқытудың инновациялық технологияларын енгізудің перспективалары мен ерекшеліктері айқындалды.

Білім беру, бір жағынан, ондағы процестерге байланысты, ғылыми-техникалық прогрестің жағдайына, елдің экономикалық саласының даму тенденциясына жауап береді

және жауап береді, екінші жағынан, өмірдің барлық процестері мен аспектілеріне әсер етеді, өйткені ол мамандарды дайындайды, жеке тұлғаны дамытады, белгілі бір өмірлік көзқарастарды қалыптастырады. Сондықтан біздің еліміздегі білім берудегі инновациялардың қазіргі жағдайы ерекше назар аударуға тұрарлық. Педагогикалық инновациялық технологияларды қалыптастыру және дамыту мәселесі көптеген мұғалімдер мен ғалымдардың назарын аударады. Алайда, педагогикалық процеске инновациялық технологияларды енгізудің кешенді жүйелі тәсілі жоқ екенін атап өткен жөн. Білім беру мекемелерінде қолданылатын педагогикалық технологияларды талдай отырып, олардың дәстүрлі және дәстүрлі емес деп аталатын екі топқа бөлінуін атап өтеміз. Білім беру жүйесінде біз мынадай инновациялық технологияларды бөліп көрсетеміз: білім беру мазмұнындағы инновациялар, педагогикалық үдерістегі инновациялар, білім берудің ұйымдастырушылық құрылымдарындағы инновациялар, оқытушылар мен оқушылар арасындағы қызмет пен қатынастардағы инновациялар, білім беру қызметі саласындағы инновациялар, білім беру мекемелерінің халықаралық ынтымақтастығы саласындағы инновациялар.

Тірек сөздер: мотив; педагогикалық инновациялар; инновация; ми шабуылы; білім; интерактивті оқыту; танымдық компонент; компьютерлік технологиялар; аффективті компонент; пікірталас.

ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ПЕДАГОГИЧЕСКИХ ДИСЦИПЛИН: ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ ОТНОШЕНИЯ ПЕДАГОГОВ К ПЕДАГОГИЧЕСКИМ ИННОВАЦИЯМ

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Аннотация. В данной статье рассматриваются психологические факторы готовности педагога к инновационной деятельности. В статье рассматриваются виды новейших инновационных технологий в процессе преподавания педагогических дисциплин: психологические факторы отношения педагогов к педагогическим инновациям. Определены перспективы и особенности внедрения инновационных технологий обучения в образовательных учреждениях.

Образование, с одной стороны, зависит от происходящих в нем процессов, реагируя и реагируя на состояние научно-технического прогресса, тенденции развития экономической сферы страны, с другой, безусловно, влияет на все процессы и стороны жизни, поскольку готовит специалистов, развивает личность, формирует определенные жизненные взгляды. Поэтому современное состояние инноваций в образовании в нашей стране заслуживает особого внимания. Проблема формирования и развития педагогических инновационных технологий привлекает внимание многих педагогов и ученых. Однако следует отметить, что отсутствует комплексный системный подход к внедрению инновационных технологий в педагогический процесс. Анализируя педагогические технологии, используемые в образовательных учреждениях, отметим их разделение на две группы, которые мы называем традиционными и нетрадиционными. В системе образования мы выделяем такие инновационные технологии: инновации в содержании образования, инновации в педагогическом процессе, инновации в организационных структурах образования, инновации в деятельности и отношениях между преподавателями и учащимися, инновации в сфере образовательных услуг,

инновации в сфере международного сотрудничества образовательных учреждений.