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THE PLACE OF INNOVATIVE TECHNOLOGY IN VOCATIONAL EDUCATION

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Abstract: The article analyzes the theoretical and practical issues of introducing innovative technologies in vocational education, which today involves the introduction of new innovations that have a scientific basis in vocational training or guidance in vocational centers and technical schools.

Keywords: Pedagogy, professional education, innovation, innovative technology.

Introduction. The traditional categories used in pedagogy to analyze educational processes include goals, content, forms, methods and means of teaching.
The factor that forms the system regulating the targeted use of these pedagogical categories is the patterns and principles of pedagogical and educational activity.
For a long time, this arsenal of pedagogical categories was sufficient to achieve the educational goals put forward by society. However,
it must be recognized that the teaching community has always perceived the current situation in pedagogy as unsatisfactory. The vague definitions and formulas of basic pedagogical concepts, the lack of specific categories characterizing the organizational process of interrelating the goals, content, forms, methods and means of teaching have always been and remain the subject of criticism. The concept of "methodology" used for this purpose is characterized by a high degree of subjectivity. In our opinion, this mainly explains, firstly, the problems of professional qualification of teachers (with professional pedagogical education), and secondly, the low pedagogical literacy of teachers of vocational schools, who do not always have specialized pedagogical training. Today, one of the main tasks of the era remains the development of the discipline of Pedagogy, directly increasing the effectiveness of teaching based on the use of innovative educational technologies. Therefore, increasing the effectiveness of teaching based on the use of innovative educational technologies is to ensure high-level teaching and train qualified personnel based on modern educational programs. The object of increasing the effectiveness of teaching based on the use of innovative educational technologies is all educational institutions operating at all stages of the continuous education system, and the main educational processes carried out in them.
Literature analysis. Lexically, the concept of innovation, when translated from English, means “innovation”. In content, the concept of innovation represents an activity aimed at changing the internal structure of a particular system. The main manifestations of innovation are:
- new ideas;
- specific goals aimed at changing the system or direction of activity;
- unconventional approaches;
- unusual initiatives;
- advanced work methods.

V.I. Zagvyazinsky offers the following way to solve this problem: “Both technology and methodology are systematic, but ideal technology is a system of recipes that guarantee the achievement of a strictly defined goal, that is, a system of instrumentality.
The teacher’s work in designing biology teaching technology aimed at achieving a pedagogical goal includes the selection of methods, forms and teaching aids. In other words, the work of a

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teacher is characterized by three main components: the type of management, the type of information process, the type of information transfer media and the management of cognitive activity, etc. Based on the concept of an activity-based approach to teaching biology, the following logic is presented. First, the content of the educational material, the objectives of its study (levels of mastery) and other conditions of the pedagogical goal are analyzed. Then, teaching methods and management schemes suitable for the cognitive activity of students are determined. The resulting subsystem of teaching methods and tools is embodied in the organizational form of teaching - its technology.

In the context of educational reforms, innovative activities aimed at introducing various pedagogical innovations have acquired particular importance in professional education. These innovations cover all aspects of the didactic process. These include:

- Innovations in the forms of organization, content and technologies of teaching, as well as educational and cognitive activity;
- Innovative teaching technologies include interactive learning technologies, project-based learning technologies and computer technologies.

In the theory of psychological learning, interactive learning is defined as learning based on the psychology of human relations. Interactive learning technologies are considered as methods of acquiring knowledge and developing skills and abilities through relationships and interaction between a teacher and a student. Their essence lies in relying not only on the processes of perception, memory and attention, but, first of all, on creative, productive thinking, behavior and communication. The educational process is organized in such a way that students learn to communicate, interact with each other and other people, learn critical thinking and analyze production situations, solve complex problems based on situational professional tasks and relevant information.

Discussion and conclusion. Educational innovations are forms, methods and technologies that are used in the field of education or in the educational process to solve an existing problem based on a new approach and can guarantee a more effective result than before. Educational innovations are also called “innovative education”.

The concept of innovative education was first used in 1979 at the “Club of Rome”. Educational innovations are divided into several types, which are as follows:

1. According to the direction of activity: innovations used in the pedagogical process or in the management of the education system.
2. According to the description of the changes introduced: radical, modified and combined innovations.
3. According to the scale of changes: network (local), module and system innovations.
4. According to the source of origin: innovations directly created or adopted by the team. When using innovations in the education system or in educational activities, the goal is to get the highest possible result from the money and effort spent. The difference between innovations and any new thing is that it must have a variable mechanism that allows for management and control. As in all areas, in education, we are talking about innovation, innovation, and the activity that expresses their essence. If the activity has a short-term, holistic system nature and serves only to change some elements of the system, it is called innovation. If the activity is carried out on the basis of a certain conceptual approach, and its result serves to develop a specific system or radically change it, then it is called innovation. In order to recognize the need for fundamental reforms in the education system, the term Innovation began to be used in the pedagogical lexicon since the 1980s. Although it has already found its place in the theory and practice of pedagogy, its essence has not yet been fully clarified, that is, there is no consensus. In a broad sense,

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Innovation involves optimizing the educational process, increasing its quality and efficiency by introducing innovations into the pedagogical system. Innovation introduced into the pedagogical system can also negatively affect quality and efficiency. We understand innovations introduced into the system to increase quality and efficiency, taking into account its internal reserves and capabilities. A system of ideas, theories, rules, forms, methods and tools aimed at improving the pedagogical system and achieving high quality and efficiency can be considered pedagogical innovations. Over the past 20-25 years, we have witnessed the introduction of many innovations into the pedagogical system. As an example, we can cite new concepts, investments, tests, alternative curricula, new types of educational institutions, technologies, and so on. The pedagogical process (system) is always technologized by its very nature. Technologization is an internal quality of the pedagogical system, and its capabilities are subject to strict laws and rules. There is no room for variability in technology. It is impossible to remove any small component from it, because there is no redundancy in technology itself. If we replace any component with it, the result will definitely change. It is known from the general theory of the system that it is impossible to improve many of its parameters (directions) at once. Therefore, it is necessary to gradually introduce innovations into the system, make sure of its usefulness, and then comprehensively check and think about further changes. Our analysis shows that there are two ways to improve the pedagogical system: intensive and extensive. The intensive path involves development at the expense of the internal capabilities of the pedagogical system, and the extensive path involves the involvement of additional means, equipment, time, effort, and funds. The pedagogical process is multifaceted, and it can be approached from historical, scientific-pedagogical, psychological, physiological, hygienic, organizational management, economic and social, medical, ideological, legal, normative, and similar points of view, as emphasized by many scientists and practitioners. Considering the pedagogical process as the main factor ensuring the development of society, J.G.Yuldoshev and S.A.Usmanov interpret it as: “A social phenomenon, a theoretical science, a discipline, a system of education, a process, pedagogical activity and its methodologies, and a scientific research field of related sciences.” From this it follows that pedagogical technology, as a social phenomenon, is a priority factor ensuring the development of society. According to the essence and content of pedagogical technologies, the theory and practice of social sciences, psychology, physiology, pedagogical sciences, advanced practices, and personal development are developed.

The term “technology” comes from the Greek words “techne” – skill, art, and “logos” – teaching, teaching or learning. It came to pedagogy from the field of production. From the point of view of production, technology means the art of influencing the object of labor in a purposeful way, changing its state, properties, form, etc. The general foundations of the theory of educational technology are its laws, principles, purpose, content, tasks, objective and subjective factors, basic concepts and criteria, etc. The term “educational technology” in English means the art, skill of teaching.

Our analysis In Western Europe and the USA, the process of educating and developing a person is called the “Educational Process”, therefore, in these countries, the term “educational technology” is more often used, rather than “pedagogical technology”. We are witnessing that even the statement made by UNESCO has been interpreted differently by our scientists. Currently, in most countries, including our republic, variously named technologies are used in the system of continuous education. All these technologies have a certain commonality, and their classification according to their specific aspects has been shown by many scientists such as V.S. Kukushin, G.K. Selevko, G. Berdiev.

The ideas of using active educational factors were put forward in the XIV-XVI centuries, and it was shown that it is necessary to achieve their assimilation through conscious, independent research activities, and then knowledge, methods of behavior and personal qualities have an important value.

Conclusion. Active educational factors are used to form qualities such as independence, initiative, sense of responsibility, critical thinking in students. Such factors, as the name suggests, are used to create conditions for the development and manifestation of students' unique individual characteristics.

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