

Innovative educational technologies in the educational process

Today, technologies used to improve and facilitate learning can be found everywhere. Leaving other contextual factors to the side -such as unequal access to technological innovations and connected technologies across schools and districts - we can only say that we have embraced technology in education when it is used for both teaching and learning. With the incorporation of technology into schools, the main purpose is to change how teachers and students gather, access, analyse, present and transmit information. This can democratize information in classrooms as well as help differentiate instruction, particularly for students with special needs.

Innovation theory in education is a new field of scientific pedagogic knowledge; it is a paradigm of inseparable unity and interconnection of the three main pedagogic processes in the field of education: creation of novelties, their mastering and application. In other words, the subject of innovation theory is the studies of integration of development, mastering and integration of novelties. Innovation theory in education is an innovative process in the educational system, innovative activity, novelty and innovative environment, in which the innovative processes take place. Innovative processes are considered in three main aspects - social-economical, psychological and organizational-regulatory.

Modern education requires a new approach to teaching methods in schools. It is clear that it is necessary to release a specialist not only with good knowledge, but who knows how to use them in practice. To teach students to think independently, make decisions, work in groups, develop communicative, creative abilities, take responsibility for themselves, teachers and masters have to learn and use new techniques. Innovation is not any innovation or innovation, but only one that seriously improves efficiency the current system [1].

By implementing this approach, G.Block and L.Anderson has developed a teaching method based on the complete assimilation of knowledge. The starting point of the methodology is a General setting that needs to feel the teacher working in this system: all trainees are able to fully acquire the necessary teaching material for a rational organization of the educational process.

For realization of this technology requires a substantial reorganization of the traditional class-lesson system, defining for all students the same training time, content, conditions of work, but with output mixed results. Internationally known system of learning objectives developed by the American teacher B.Bloom. It gives the teacher lots of instrumental opportunities.

1) Cognitive (cognitive) area. This includes goals from memorization and reproduction of learned material to solve problems in the course of which it is necessary to rethink existing knowledge, to build their new combination of previously explored ideas, techniques, procedures (ways of action), including the creation of new.

2) Affective (emotional value) area. It includes the objectives of the formation of the emotional-personal attitude to the phenomena of the surrounding world, ranging from simple perception, interest, readiness to react to the assimilation of value orientations and attitudes, their active manifestations. This field includes such goals as the formation of interests and inclinations, the experience of certain feelings, the formation of the relationship, its understanding and manifestation in operation. For each category of educational objectives there is a certain set of questions, also developed by B.Bloom.

The question for translation is set students, for example, in order to present a situation, scene or event that they study, and described what he saw. Students answer the questions discuss the ways that they imagine or the sounds they hear in the reading process [2].

English language is extremely important area in the educational system and it opens new horizons for the learners. Due to the current status of English as a global language of science, technology, and international relations, many countries around the world consider the teaching of English a major educational priority. It is the need of the time that education system must respond to the development of technological and scientific advancements and the same is true for using these technological advancements in the development of English language skills to prepare a competent manpower for the future. Use of these technological aids can be effectively used for the development of Macro-linguistic skills of English language.

Communication on the forum of an e-learning course favours an atmosphere of creativity and a dialogue. Communication on a particular subject between students and a teacher as well as between students develops interpersonal skills and collaboration, both being competencies which are extra to the professional ones.

Development of e-learning courses, modern methodological support, use of the latest technology, computers and other interactive media in teaching engineering graphics and other engineering disciplines make it possible to introduce active methods of teaching in order to improve its efficiency, develop the students' cognitive and creative activity, prepare them for independent professional activity. All this together contributes to the development of a future qualified specialist's or a bachelor's professional competences, meeting the requirements of actively developing economy and the society as a whole.

The students are divided into groups based on the desires of the children to work together to solve a certain part of the overall task. Parts of the project are discussed in groups. As a result, the following areas of work will be singled out: 1) the creation of a school building project, its design and school territory;

- 2) compiling rules for students and teachers of the school;
- 3) a description of the school day;
- 4) a description of extra-curricular activities of children;
- 5) a school uniform project.

At one of the last lessons, the project will be protected by groups. Each group will make their presentation. Such tasks are very exciting for students, they feel responsibility for the performance of such work. At the same time, they master such skills as working with the Microsoft Power Point program, the ability to find interesting materials, illustrations. And at the very performance students learn to declare, develop their oratory skills, ability to prove and defend their point of view, spontaneously answer to the questions asked, they do not be afraid of public speaking and become self-confident. [1].

The role of innovation in education is great. The effective use of Innovative technologies, such as computers, the Internet, multimedia resources in the educational process is the only way to show the quality of education. One of the innovative technologies of improving the students' communicative abilities is using multimedia in the process of teaching and learning in the classroom. Proper use of multimedia in classroom will provide the opportunity for interacting with diverse texts that give students a solid background in the tasks and content of mainstream courses. Furthermore, because educational technology is expected to become an integral part of the curriculum, students must become proficient in accessing and using electronic resources. In terms of providing educational institutions with multimedia products, there are some problems to be solved so far: •the virtual absence of domestic electronic textbooks (ET) in official language at educational institutions; •lack of effectiveness of using the existing electronic textbooks; •poor quality of teacher training in using electronic textbooks; •insufficient implementation of new educational technologies in the educational process; •low efficiency of automated assessment system in teaching. The using of multimedia in classroom cannot be denied anymore. That will make possible for teachers giving more opportunity to students being

happier and more enjoy during the learning course. Through their interactions with multimedia texts, students become increasingly familiar with academic vocabulary and language structures. As they pursue sustained study of one content area through focus discipline research, the students become actively engaged in the process of meaning construction within and across different media. Learners obtain most of the information from electronic devices, which has made such tools, a very essential component of their daily life

The next innovation was the language laboratory, coming as it did at a time when the audio-lingual method was to the fore and drills were considered central to successful language learning. Those entrusted with the maintenance of language laboratories heaved a sigh of relief when audiocassette recorders replaced reel-to-reel tape. Slide and film strip projectors, film projectors and television sets also found their way into language classrooms, followed by video players and video cameras. All of these innovations made their entrance as "bolt-ons". It was only when their characteristics were fully understood and their strengths identified in comparison with existing media that they become integrated into the delivery strategy of the teachers concerned, and into published courses [3].

Innovative processes in education are a trait peculiar to our time. The need for the establishment of a course of lectures on the issues of innovative educational technologies caused by the actuality and special interest teaching community to contemporary research in the field of pedagogical science

References:

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