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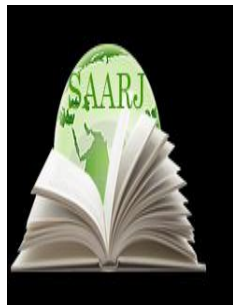
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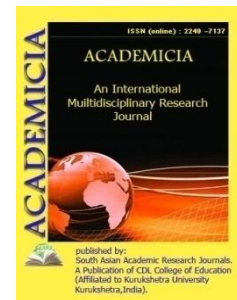
VISION

The vision of the journals is to provide an academic platform to scholars all over the world to publish their novel, original, empirical and high quality research work. It propose to encourage research relating to latest trends and practices in international business, finance, banking, service marketing, human resource management, corporate governance, social responsibility and emerging paradigms in allied areas of management including social sciences , education and information & technology. It intends to reach the researcher's with plethora of knowledge to generate a pool of research content and propose problem solving models to address the current and emerging issues at the national and international level. Further, it aims to share and disseminate the empirical research findings with academia, industry, policy makers, and consultants with an approach to incorporate the research recommendations for the benefit of one and all.

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INNOVATIVE TECHNOLOGIES AND METHODS TRAINING IN EDUCATION

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ABSTRACT

The article examines the role of innovative methods and technologies in teaching, the application of which fulfills the growing requirements of society to the level of education and harmonious development of the individual, which is achieved by innovation in teaching technology. The quality of education consists of the quality of teaching and the quality of education. The quality of teaching can only be achieved by ensuring the effectiveness of each stage of education.

KEYWORDS: *Technology, Method, Explanatory - Illustrative Method, Reproductive Method, The Method Of Problem Statement, Partially - A Search, Or Heuristic Method, Research Method.*

INTRODUCTION

The article discusses the role of innovative methods and technologies in teaching, the application of which meets the growing requirements of society to the level of education and harmonious development of the individual, which is achieved by innovation in technology

At the present stage of development of our society, the social need for creative people who think outside the box has increased as never before. The need for the creative activity of a specialist and developed technical thinking, for the ability to design, evaluate, rationalize equipment and technology is growing rapidly. The solution to these problems largely depends on the content and technology of training future specialists.

Technology is the science of technology. Technique is art, knowledge, skills, methods of work and their application to business.

Technology. Some argue that this is a synonym for the former term "technique". Others believe that the technology (as opposed to the methodology) contains only reproductive actions, but does not contain a description of the teacher's personality, which is always unique, while the methodology, in addition to the algorithm of actions, also includes the characteristics of the personality of its author, without which the methodology does not give the desired results.

Still others believe that it is all about time: in the last century, the term "methodology" was rigidly tied to a particular subject. Now, in the 21st century, it is used as a "technology" in a broader, more general sense (not a methodology, but a technology of teaching, upbringing, management development, etc.).

The fourth argue that the technology (as opposed to the methodology) must strictly satisfy three requirements: describe the algorithm of actions, be reproducible in different conditions (by different teachers and in relation to different children) and the third - must give a guaranteed result. We can agree with the first two requirements, but what about the uniqueness, individuality of each teacher, who can improve, strengthen the results of any technology, and maybe devalue them, or even nullify?

Learning technology means a certain way of learning, in which the main load on the implementation of the function is performed by a learning tool under the control of a person. In teaching technology, the leading role is assigned to learning tools: the teacher does not teach, but performs the functions of stimulating and coordinating activities, as well as the function of managing the learning tool. The pedagogical skill of the teacher is to select the necessary content, apply the best teaching methods and means in accordance with the program and the set pedagogical tasks.

New requirements of society to the level of education and personal development lead to the need to change learning technologies. Today, technologies are productive that allow organizing the educational process, taking into account the focus of training, as well as focusing on the personality of his interests, inclinations and abilities.

One of the most important problems of didactics is the problem of teaching methods; it remains relevant both theoretically and practically. The educational process itself, the activities of the teacher and students, and, consequently, the learning outcome are dependent on its decision.

Method is a way to move towards truth. The success of training depends mainly on the orientation and internal activity of the trainees, the nature of their activities, the degree of independence, the manifestation of creative abilities and should serve as an important criterion for choosing a method. AND I. Lerner and M.N. Snatkin proposed to identify 5 teaching methods.

1. Explanatory - illustrative method.
2. Reproductive method.
3. The method of problem statement.
4. Partially - a search, or heuristic method.
5. Research method.

Initiative, independence, creative search are manifested in research activities most fully. The methods of educational work directly develop into the methods of scientific research by Yu.K. Babansky identified 7 steps of the "optimal choice of teaching methods" algorithm.

1. Decision on whether the material will be studied independently or under the guidance of a teacher; if the teacher can study the material on his own without undue effort and time spending, the teacher's help will be unnecessary. Otherwise, it is necessary in one form or another.
 2. Determination of the ratio of reproductive and productive methods. If conditions exist, preference should be given to productive methods.
 3. Determination of the relationship between inductive and deductive logic, analytical and synthetic ways of knowing. If the empirical basis for deduction and analysis is prepared, deductive and synthetic methods are quite within the power of an adult.
- They are, undoubtedly, preferable as more rigorous, economical, close to scientific presentation.
4. Measures and ways of combining verbal, visual, practical methods.
 5. Decision on the need to introduce methods to stimulate the activities of students.
 6. Determination of "points", intervals, methods of control and self-control.
 7. Thinking over backup options in case the real learning process deviates from the planned one.

Whatever teaching methods are used to improve the effectiveness of vocational education, it is important to create such psychological and pedagogical conditions in which the teacher can take an active personal position and fully express himself as a subject of educational activity. The didactic principle of an individual's activity in learning determines the system of requirements for the educational activity of the teaching and pedagogical activity of the teacher in a single educational process. This system includes external and internal factors, needs and motives. The ratio of these characteristics determines the choice of the content of education, specific forms and methods of teaching, the conditions for organizing the entire process of forming an active creative personality. Recently, we have been constantly reading and hearing: "We need to use active and passive teaching methods." Any method in itself can be neither active nor passive; the performer makes it both.

After all, it all depends on how the teacher uses this or that method. There are no universally effective or ineffective methods. All teaching methods have their strengths and weaknesses, and therefore, depending on the goals, conditions, available time, it is necessary to combine them optimally. That is why, more precisely, it is correct to say: "The learning process can be active (where the learner participates as a subject of his own learning) or passive (where the learner plays only the role of the object of something influencing). The quality of education consists of the quality of teaching and the quality of education. The quality of teaching can only be achieved by ensuring the effectiveness of each stage of education. That is, the entire learning process is built according to the scheme: perceive - comprehend - remember to apply - check. To achieve the quality of learning, it is necessary to consistently go through all these stages of cognitive activity. The use of various forms and methods in the learning process contributes to the improvement of the quality of education.

The main forms and methods of teaching that contribute to improving the quality of education are: role-playing games, business games, seminars, repetitive-generalizing lessons, conferences, disputes, dialogues, problem-based learning, independent work, defense of essays, individual work, creative compositions, reports, messages; testing, programmed control, research work, etc. All of the above teaching technologies contribute to solving the problem of teaching quality.

To achieve effectiveness from the use of teaching methods, you need to draw up a psychological portrait of the group and find out which methods can be applied and which cannot. Based on this, the methods can be conventionally divided into groups:

- Methods that do not require special prior training (problem learning, performing actions according to the algorithm);
- Methods that require special prior training (conducting independent work, independent research in the classroom).

It is known that in groups, the predominance of unprepared for independent work teachers cannot immediately give material for independent study (if this cannot be avoided), the teacher must carefully develop the task, taking into account the group, their level of training, clearly formulate questions, draw up methodological recommendations, indicate literature ... And here two principles of didactics cannot be neglected: feasibility and high-level teaching, difficulty.

The emotional state of the student largely determines the mental and physical performance. The high emotional tone of the audience and its involvement in the educational process provides realization for the disclosure of the reserves of the student's personality. If there is no psychological comfort in the classroom, then other stimuli to educational and cognitive activity are paralyzed, the main value of the relationship between the teacher and the teachers - their cooperation, which involves a joint search, a joint analysis of successes and failures. In this case, the trainer turns into an initiative partner.

Psychological-pedagogical innovative approach to the organization of the learning process and the choice of its methods allows not only to increase academic performance, but also to avoid stressful situations.

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