THE QUESTION OF THE FORMATION AND DEVELOPMENT OF PEDAGOGICAL INNOVATIONS IN MODERN CONDITIONS

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ABSTRACT
In this article we are going to talk about the term innovation and its development in different spheres of science especially in pedagogy. The researchers note some factors that influence the attitude of teachers to innovative pedagogical process. And there are several ways of classification of pedagogical innovations which are shown in the article below. Analysis of the fund of scientific and special literature show that the experience of universities in different regions of Kazakhstan uses different types of technology. These kind of technologies are listed in this article as well. So, we have considered a variety of innovative pedagogical technologies, which are currently widely tested in the didactic systems of secondary and higher professional schools.

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In modern foreign studies, the term "innovation" is interpreted in different ways. Some scientists, such as E. Rogers, see it as a novelty, considering that this idea, which is to particular person a new one. It does not matter, the idea is objectively new or not. They determine it in the time that has passed since its discovery or first use. Others, such as M. Miles, believe that it is something specifically new, the particular change from which they expect efficiency in the implementation of systematic goals.

In sociology, the management concept of "innovation" or innovation refers to the process of qualitative change of something, deliberately carried out, and the result of this change is innovation. It was first introduced in the 70-ies of XX century in active scientific use by economists working in research, scientific-technical progress, which is currently have acquired interdisciplinary status.

General scientific concept of "innovation" or innovation refers to the process of qualitative change of something, deliberately carried out, and the result of this change is innovation. It was first introduced in the 70-ies of XX century in active scientific use by economists working in research, scientific-technical progress, which is currently have acquired interdisciplinary status.

Later, in the 30-ies I. Schumpeter and G. Mensh introduced into scientific use the term "innovation", which is considered the epitome of scientific discoveries into new technology or product. Since then, the concept of "innovation" and related terms "innovation process", "innovation potential" and others acquired the status of general scientific categories are high-level generalizations and enriched conceptual - terminological system of many sciences.

Exploring the phenomenology of pedagogical innovations, V. I. Zagvyazinsky introduces the concept of "innovation flow" and specifies that it includes the activities of various categories of teachers, defined by positive attitude to pedagogical innovations. In his opinion, the teacher-innovator is the author of a new pedagogic system, i.e. a set of interrelated ideas and appropriate technologies.

In addition, the researchers note other factors that influence the attitude of teachers to innovative pedagogical process.

So, for example, K. Angelovski included such factors:
1. The purpose of innovation.
2. A methodology for implementing innovation.
3. Motivation innovations:
4. The desire to stimulate students to greater activity;
5. Adoption of innovation in school;
6. Satisfaction of the company;
7. The belief that this will improve work efficiency.

The problem of the new and novelty in education has a particular interest. As noted by...
Prigogine A. I., the category of novelty is not only temporary, but also qualitative. But quality content will correctly identify: appropriate the novelty the best means of productive or consumer characteristics, developing this parametric number of innovations and opening new ones. In this definition the essence of the novelty of the central properties are the best innovation - industrial and consumer. And they are already measured.

In general, the classification of pedagogical innovations, according to N. R. Usupbekova can enter their separation on the following parameters:

- at the place of occurrence (science or practice);
- time of occurrence (historical or contemporary);
- according to expectations, forecasting and planning (expected and unexpected, planned and unplanned, etc.);
- introduction (timely and untimely, relatively easy to implement and difficult to implement);
- industry knowledge of pedagogical (didactic, historical, pedagogical, etc.);
- the degree of novelty (absolute and relative);
- the degree of transformation of the pedagogical processes (making fundamental changes and partial);
- in relation to the pedagogical system (systematic and nonsystematic);
- originality (original and nonoriginal).

Innovations in education are considered to be innovations, specially designed, developed or "accidentally exposed" in pedagogical initiatives. Thus the concept of "innovation process" is defined as the creation, perception, assessment and application of innovations. Key word here is "new."

Dictionary of S. I. Ozhegov gives the following definition of this concept: new - "first created or made, created or arising recently, instead of the previous, newly opened, is related to the very recent past or to the present time, familiar enough or obscure."

As the basis of the backbone frame of innovative learning appropriate to use new concepts "technology" and the new "technological" approach.

Technology is usually referred to as the processing raw material to obtain a material with predetermined properties. Any activity noted by the majority of scientists and teachers, can be either technology or art. The art is based on intuition, and the technology on science. The word "technology" comes from the Greek for "tache," meaning art, skill, and "logos" - science law.

Terminological uncertainty mentioned concepts indicates its theoretical lack. The term "innovation" has become a firm part of the basics of science in the 40-ies of previous century. It is not an accident it is believed that innovation is one of the most important forms of modern scientific and technological revolution.

The concept of "innovation" (lat. In - in, novus - new) is treated as a novelty. In the scientific literature, the Russian word "innovation" is defined as aimed change, contributing to the environment the introduction of new stable elements (innovations), causing the transition of a system from one state to another.

Analysis of the Fund of scientific and special literature shows that the experience of universities in different regions of Kazakhstan uses different types of technology.

Consider some of them:

*Structural-logical* learning technologies represent a phased training system organization, delivering the logical sequence of formulation and solution of didactic tasks on the basis of an adequate choice of content, forms, methods and learning tools at each stage of the phased diagnostic results.

Technology integration is a didactic system, which integrates knowledge and skills, various activities at the level of the integrated courses, the training topics, learning problems and other forms of training.

*Gaming technology* constitute the didactic system of different games, formative problem solving skills through an integrated range of alternative options: entertaining, game designing, customized training, practical solutions, etc.

*Training technologies* is a system of activities the trainees to simulate certain decisions. This can be attributed to psychological training of intellectual development, the management tasks.

*Information and computer technology is shown* in didactic schemes e-learning through dialogue "learning machine" through various kinds of training programs (information, controlling, training, etc.).

*Dialogue technologies* are a form of organization and method of education based on the dialogue thinking in interactive didactic systems: "trainer - trainee", "teacher - author, trainer - author", etc.

At the present stage of training in the didactic system of educational institutions can distinguish the following types of innovative pedagogical technologies:
The psycho technology (based on psychological theories): do - feel-express in communication, for example, TRIZ (theory of inventive problem solving). This technology provides the development of students’ design of alternative creative thinking.

Information and cyber technology (clearly structured information with a feedback mechanism), for example, work on a computer.

Interactive technology (it’s not a question-and-response work).

The educational dialogue in a universal pedagogical sense (the idea of M. M. Bakhtin, I. E. Berlyand, V. I. Bibiler, S. J. Kurganov) suggests:

– consideration of various concepts in the context of different logics and ways of understanding the world;
– special communication between students and teacher, in defending its own view of the world; respect for the views and the pupil's personality; his determination and self-organization;
– domestic dispute from the learner himself, based on the collision of various cultural logic blocks;
– output dialogue beyond the known and the unknown not only to the student but also the teacher;
– an introduction to the structure of the training material incidents and paradoxes, assertions-doubt, “questioning claims” that stimulate communicative activity of students;

Simulation technology (games), for example, the game model, role learning, decision-making methods.

Technology complete assimilation involves the incorporation of testing for feedback.

Acmeological technology - technology for success and high results in the training and development of each student through sustained motivation. This variant any combination of active forms and training methods, which ensures the success of any student.

Research technology (learning through discovery)

Training technology: the development of skills and abilities of students, application of knowledge.

Design (construction) technology - organization of students’ work on the project.

Video technology (with audio-visual learning tools).

So, we have considered a variety of innovative pedagogical technologies, which are currently widely tested in the didactic systems of secondary and higher professional schools.

Our research has shown that the phenomenon of readiness for innovation represents a personal form of creative style of activity of the teacher, which in some way combines intelligence, personal orientation (the desire, the need to implement new pedagogical ideas), practical ability to implement new methods and forms of professional activity.

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