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Technological Approach to Education as a Pedagogical Innovation

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Annotation. The article discusses the importance of the technological approach to education and the development of education, the introduction of the principles of consistency, systematization, the main changes in pedagogical activity in teaching based on innovative technologies, pedagogical methods as a result of innovative technologies in education, forms of education, modern educational technologies, technological innovations. mechanisms, teaching, modern methods and techniques of teaching, pedagogical innovations, new organizational structures in the field of education, organizational innovations and the definition of the role of learners in the organization of the educational process.

Key words: education, process, technology, approach, innovation, method, system, principle, definition, development.

Introduction.

The basis of the modern education system is technological innovation, modern computer and telecommunication technologies. As a result of the application of these technologies in education, there have been dramatic changes in pedagogical methods and techniques, forms of organization of labor of teachers and students, the economic mechanism of education and even modern theory and methodology of education. This marked an important feature of modern education management.

At present, new organizational structures of education, its new types and forms are emerging in state and non-state educational institutions. In a number of countries around the world, modern non-governmental humanities universities, university consortia, and the Institute of New Forms of Teaching operate on the basis of new principles of education management [1].

Of course, solving the problem of attestation and accreditation of new educational institutions of non-traditional type is an important issue [2]. The law on education is used to solve this problem. However, the legal framework for the practical application of distance learning and educational technologies has not yet been developed. This hinders their development. The development of education is inextricably linked with the formation and development of the state order for training, the market of educational services and educational products. This defines the specifics of management in education.

At present, the choice of pedagogical technologies in education is considered not as a technological issue, but as a problem of innovative management in education. To successfully solve this problem, it is necessary to coordinate the connections between all subsystems, ie the elements of the education system.

Main part.

In the process of creating innovations in the field of education and their widespread application, a modern education system is formed. The modern education system consists of several components:
- modern educational technologies - technological innovations;
- New economic mechanisms in the field of education - economic innovations;
- Modern methods and techniques of teaching and learning - pedagogical innovations;
- New organizational structures and institutional forms in the field of education - organizational innovations [3, 4, 5].

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The management of the education system, formed in the same way, covers the following issues: solving the problem of education development not only at the level of the education system, but also at the national level, as well as at the international level; introduction of the principle of systematization at all levels of education management; determination of the tasks and role of the state in the financing and organization of education on the basis of modern requirements; development of the market of educational products and educational services; reconsider the role of various social institutions, primarily enterprises and the family, in the education system; defining the role of educational institutions and learners in the organization of the educational process.

Today, new approaches to the management of the learning process are evident in the development and application of organizational innovations:

- Distribution of teachers' work (separation of course content developers, tutors, specialists in teaching methods, specialists who monitor the progress of the educational process by job and position);

- Divide teachers, IT specialists and organizers of the educational process into groups, create a team of developers and developers of distance learning courses.

New approaches to the organization of education are manifested in the following cases:

- pursuing a goal-oriented policy based on new innovative technologies for the organization of education in educational institutions; development of networks in educational institutions based on new innovative technologies of education. Distance learning in educational institutions is an example of a new innovative technology; The development of new types of organizational structures, institutional forms is a characteristic feature of modern education. The development of distance education and open universities, university consortia, teleuniversities, virtual classrooms and virtual universities is the result of new approaches to the organization of education [6].

The new mechanism of education management, the use of computers and telecommunications technologies in education, the adoption of technological innovations will allow: increase the number of consumers of educational products and services; the offer of educational products and services will increase in the process of developing new forms of teaching and non-traditional education; competition between different educational institutions for training will develop; their struggle for consumers is intensifying [7, 8].

Under the influence of modern educational technologies and the development of market relations, a number of economic innovations are being formed in the field of education. In particular:

- Diversification of sources of education funding;
- self-financing of students;
- A new mechanism for financing education by enterprises;
- A new mechanism of remuneration of labor in the field of education;
- economic mechanism depending on the scope of educational activities [9].

Pedagogical innovations require:

- distribution of labor among teachers;
- bringing together teachers and other specialists in groups, teams to develop and present training courses;
- Monitoring the effectiveness of teachers and making adjustments to the organization of the pedagogical process.

Technological innovations lead to changes in the nature of teacher activity, diversification of teachers' work. This requires specialization of pedagogical activity [10].

A characteristic feature of the management of pedagogical innovations is reflected in the organization of the educational process on the basis of the division of labor.

In traditional education, the principle of division of labor is almost not followed, as it does not use innovative technologies. The work of teachers was misallocated, and the content and purpose of many courses were almost identical.

The development of new information technologies will make it possible to radically reform education and increase the effectiveness of education by managing the learning process based on

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the division of labor. Without increasing the effectiveness of education, it is not possible to significantly increase the number of students in an educational institution.

Results and Discussions.

The main specialties of teachers in the process of innovative education are: a specialist in course development, ie course designer; a consultant on a teaching method or, in a new term, a facilitator; tutor, ie a specialist in interactive presentation of the training course; invigilator - a specialist in the control of learning outcomes, responsible for the organization and conduct of tests, trials, examinations.

The designer who develops the course content must be a subject teacher, i.e. an expert. The subject teacher must master modern educational technologies perfectly, as the training course is based on modern computers and telecommunication technologies. It selects, organizes, and shapes learning material. The person developing the course content also assesses the level of achievement of the learning objectives. It assesses how the subject has been mastered by individual learners and the outcome of the entire course [11].

Suggestions for monitoring the effectiveness of teachers and making adjustments to the organization of the pedagogical process:
- mutual agreement of the teams working together to develop and implement the content of the distance learning course, to analyze and identify gaps;
- Conduct a survey of teachers who develop and implement training courses;
- organization of working group meetings in the process of developing training courses;
- Analysis of the views of students who have completed a distance learning course;
- Surveys with students;
- Analysis of the experience of organizing the pedagogical process in other distance learning institutions;
- Participate in various conferences on distance learning, including the use of computers in education.
- whether the course development and study teams are properly organized;
- whether the method of division of labor used in groups is effective;
- whether it is necessary to specialize the activities of teachers for effective teaching;
- what should be the role of teachers and other professionals in the learning process.

The content of pedagogical activity in the process of innovative education The content of pedagogical activity in the process of traditional education is slightly different from the content of pedagogical activity in the process of traditional education.

First, pedagogical activity is much more complex in the development of training courses. Because its technological foundations are evolving very rapidly. It requires special professional skills from the teacher, requires the development of pedagogical methods. In addition, modern information technology places additional demands on the quality of educational materials developed. Because they will be open to all learners, especially other educators and experts. This indicates the need to significantly strengthen control over the quality of training materials.

Second, in traditional education, the teacher is the central figure. The peculiarity of the modern pedagogical process is that in the process of applying new information technologies, the learner is the main person, that is, the learner actively defines his learning process, chooses the direction of development of the educational environment [12].

An important task of a teacher is to support learners throughout their activities. This will help them to successfully master the training materials, the variety and a lot of information, and easily solve the problems that arise. Today, the importance of this role of the teacher in the world educational community is emphasized. Therefore, a new term "facilitator" was introduced into the science of pedagogy. Whoever facilitates reading and learning, who helps the learner, is called a facilitator.

Third, the teaching materials provided require consistent communication between teacher and learner. This indicates that there should be an active interaction between them. In traditional teaching, there was almost no feedback from students in the classroom. In this case, the teacher's generalized feedback with the whole class or the audience is preferred, as his communication with

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individual students is much weaker. Modern communication technologies significantly intensify such interactions. This requires extra strength and responsibility from the teacher.

Thus, the main changes in pedagogical activity in teaching on the basis of innovative technologies are observed in the following:

- As a result of the development of the technological basis of teaching, the development of training courses becomes more difficult;
- It is necessary to acquire special skills and methods for the development of training courses;
- The demand for quality training materials will increase due to the fact that the training materials are designed for all users; quality control of teaching materials will be strengthened;
- the role of the learner in the educational process increases, the learner in the training center becomes a learner, not a teacher;
- The task of supporting students will be strengthened, the student will be assisted in individual learning;
- The teacher will also be able to communicate with each student using modern technology.

Conclusion.

As a result of the use of modern computer and telecommunication technologies in the educational process, there are significant changes in the activities of the teacher, the place and role of the teacher, the main tasks. These changes are characteristic of modern education. The development of education based on modern information technologies, the widespread application of educational technologies in practice does not lead to a reduction in the work of teachers, but rather increases their responsibility.

Training on the basis of modern technologies involves quality control of all specialists involved in the pedagogical process. This work is done in order to manage the educational process and increase its efficiency. Innovative-technological management in the field of education involves not only the management of technological, organizational and economic innovations, but also the management of pedagogical innovations, ie the development of new pedagogical technologies, new methods and techniques, methods of pedagogical activity and their implementation.

As a result of the introduction of technological innovations, new pedagogical methods and techniques, a new educational environment are formed, organizational structures are developed. They have an impact on the nature of teacher activity and thus on the development of the entire pedagogical system. This raises specific issues in the organization and management of the pedagogical process. The study of these issues is a separate pedagogical problem.

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