

INNOVATIVE TECHNOLOGIES - TO ENSURE THE QUALITY OF EDUCATION

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Innovative technologies are key tools in competition with other social institutions. The current socio-economic situation is important not only for content, but also for the form and technology of teaching young people to have a positive attitude to education. Modern technology is a direct path to educational and scientific integration. This is a key tool to improve the quality of learning.

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The innovative nature of education is becoming an essential tool in its competition with other social institutions. In the current socio-economic situation, not only content, but also forms, learning technologies are important for creating a positive orientation of young people towards education.

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Thus, education at its core is already an innovation [1]. The current concept of reform and modernization of education places all the difficulties in its implementation on the state and, first of all, on educational institutions, giving them the opportunity not only to independently conduct financial and economic activities in the field of education, but also responsibility. The implementation of the national educational project, improving the quality of education, introducing specialized and distance learning, new information and communication technologies in the educational process and the management process, providing the material base, new principles of financing and independent management - this is not a complete list of tasks that will fall on the shoulders of managers and managers of educational institutions.

The development of new methods and channels of education is becoming an urgent need. Improving the quality, accessibility, effectiveness of education, its continuous and innovative nature, the growth of social mobility and youth activity, its inclusion in various educational environments make the education system an important factor in ensuring the national security of Georgia and Azerbaijan, and the growth of the well-being of their citizens.

Innovations in education, first of all, should be aimed at creating a personality that is set up for success in any field of application of its capabilities. Pedagogical innovations should mean a purposeful, meaningful, definite change in pedagogical activity (and the management of this activity) through the development and introduction of educational and managerial innovations in educational institutions (new content of training, education, management; new ways of working, new organizational forms, etc.) Accordingly, the development of innovative processes is a way to ensure the modernization of education, improve its quality, efficiency and accessibility.

Innovation in education is understood as the process of improving pedagogical technologies, a set of methods, techniques and teaching aids. Currently, innovative pedagogical activity is one of the essential components of the educational activity of any educational institution. And this is no coincidence. It is innovation activity that not only creates the basis for creating the competitiveness of an institution in the educational services market, but also determines the direction of the teacher's professional growth, his creative search, really contributes to the personal growth of students. Therefore, innovative activity is inextricably linked with the scientific and methodological activity of teachers and educational research pupils.

Innovations in education are introduced directly into the organization of the educational process, in programs and methods. Changes may affect pedagogical activity, financing system and education quality assessment. In modern society, education is objectively of great importance. Hence - the next stage in the search for promising areas of its development. And this is even more relevant, since the education system currently survives mainly due to the internal margin of safety created in former times.

Innovation is an implemented innovation with high efficiency. It is the end result of human intellectual activity, his imagination, creative process, discoveries, inventions and rationalization in the form of new or dif-

ferent from previous objects. They are characterized by the introduction on the market of completely new (improved) products (services) of human intellectual activity, which have higher scientific and technical potential, new consumer qualities, which over time, in turn, become an object for improvement. Innovative methods - methods based on the use of modern achievements of science and information technology in education. They are aimed at improving the quality of training by developing students' creative abilities and independence (methods of problem and projective teaching, research methods, training forms that provide for the updating of students' creative potential and independence). Innovative methods can be implemented both in traditional and in distance learning technology.

Intra-subject innovation: that is, innovations implemented within the subject, due to the specifics of its teaching. An example is the transition to new educational and methodological complexes and the development of proprietary methodological technologies.

General methodological innovations: these include the introduction into pedagogical practice of non-traditional pedagogical technologies that are universal in nature, since their use is possible in any subject area. For example, the development of creative assignments for students, project activities, etc. Administrative innovations: these are decisions made by managers at various levels, which ultimately contribute to the effective functioning of all subjects of educational activity. Ideological innovations: these innovations are caused by the renewal of consciousness, the trends of the time, are the foundation of all other innovations, since without awareness of the need and importance of priority updates it is impossible to proceed directly to the update [2].

The problem of the effectiveness of innovative activity existing in modern pedagogical science is largely a consequence of misunderstanding and distortion of the essence of the term "innovation" itself. Innovation is a new one, designed to ensure the gradual development, improvement of the system, its transition to a qualitatively new state in the existing conditions. Innovations are implemented at the expense of the resources of the system itself and are aimed at its complete change - this is their fundamental importance. They are not limited only to the negation of the old, generally accepted, conservative, suggesting a focused nature of innovations and their orientation towards stability.

Method Portfolio (Performance Portfolio or Portfolio Assessment) is a modern educational technology, which is based on the method of authentic assessment of the results of educational and professional activities. This method is most often correlated with the field of education, although in the broad sense of the concept it is applicable to any practice-effective activity. Translated from Italian "portfolio" - portfolio. The portfolio method arose in the West from problem-based learning. The basis of this method is the technology of collecting and analyzing information about the learning process and the results of educational activities. A portfolio is a systematic and specially organized collection of evidence that serves as a way of systemic reflection on one's own activity and presentation of its results in one or more areas for the current assessment of competencies or competitive entry into the labor market. The types of practical and productive activities at the university distinguish between educational and professional portfolios [3].

The method of problem presentation is a method in which the teacher, using a variety of sources and means, poses a problem, formulates a cognitive task before setting out the material, and then, revealing a system of evidence, comparing points of view, various approaches, shows a way to solve the problem. Students, as it were, become witnesses and accomplices of scientific research.

The project method is a learning system in which students acquire knowledge and skills in the process of planning and completing gradually complicated practical tasks-projects. Problem-search teaching methods (assimilation of knowledge, development of skills) are carried out in the process of partially search or research activities of students; It is realized through verbal, visual and practical teaching methods, interpreted in the key of setting and resolving a problem situation. Research work of students, built into the educational process - such work is carried out in accordance with the curriculum and curriculum programs without fail; this type of research activity of students includes independent performance of classroom and homework with elements of scientific research under the guidance of a teacher (preparation of essays, essays, analytical works, translations of articles, etc. ; preparation of reports on educational and practical practices, implementation of term papers and final qualification works); the results of all types of research activities of students, built into the educational process, are subject to monitoring and evaluation by the teacher.

Problem-based learning - 1) a technology aimed primarily at "stimulating interest". Training consists in creating problem situations, in recognizing and resolving these situations during the joint activities of students and the teacher with optimal student independence and under the general guidance of the teacher; 2) active developmental training based on the organization of search activities of students, on the identification and resolution by them of real life or educational contradictions. The foundation of problem-based learning is the advancement and substantiation of a problem (a complex cognitive task of theoretical or practical interest). There are three levels of problematicness in the educational process: problematic presentation, partial search and research levels.

Practice-oriented projects - a feature of this type of project is the preliminary formulation of a clear, meaningful, practical student result expressed in material form: preparation of a magazine, newspaper, reader, video, computer program, multimedia products, etc. The development and implementation of this type of project requires detail in the study of the structure, in determining the functions of the participants, intermediate and final results. This type of project is characterized by tight control by the coordinator and the author of the project.

Creative projects - their feature is that they do not have a predefined and detailed structure. In a creative project, the teacher (coordinator) defines only general parameters and indicates the optimal ways to solve problems. A prerequisite for creative projects is a clear statement of the planned result, significant for students. The specifics of such a project involves intensive work of students with primary sources, with documents and materials, often contradictory, not containing ready-made answers. Creative projects stimulate the maximum activation of cognitive activity of students, contribute to the effective development of skills and abilities to work with documents and materials, the ability to analyze them, draw conclusions and generalize.

Lecture-visualization - when reading a lecture-visualization, the principle of visibility is respected; A lecture is information transformed into a visual form. The video sequence, being perceived and conscious, can serve as a support for adequate thoughts and practical actions. The video sequence should not only illustrate oral information, but also be a carrier of meaningful information. In preparation for the lecture, the content should be transcoded into a visual form. Visibility can be expressed in different forms: natural materials, visual (slides, drawings, photos), symbolic (diagrams, tables). It is important to observe: visual logic and rhythm of the material, dosage, communication style [4].

The fundamental position of the new philosophy is the installation on the individual in the relationship "man-man", on the value perception of the individual and the world. Innovative activity in the educational sphere is all the more complex and responsible, which is associated with the high importance of the human factor. In pedagogy, as you know, the main contradiction arises in the field of personality development. Innovations in education begin with respect for the individuality of the student and the transformation of the traditional model of teacher-student relations into a person-person model, which imposes a kind of taboo on the idea of a child as a vessel to be filled, as a "set of mental processes" that to be developed.

The purpose of innovative activity is a qualitative change in the student's personality compared to the traditional system. This becomes possible due to the introduction of didactic and educational programs not known to practice in professional activities, involving the removal of the pedagogical crisis. The development of the ability to motivate actions, to navigate independently in the information received, the formation of creative unconventional thinking, the development of children through the maximum disclosure of their natural abilities, using the latest achievements of science and practice, are the main goals of innovation. Innovative activity in education as a socially significant practice aimed at the moral self-improvement of a person is important in that it is capable of transforming all existing types of practices in society.

Given the transition to a global informative society and the formation of knowledge, it is possible to speak about the adequacy of education to the socio-economic needs of the present and the future only if its modernization will be based not only and not so much on organizational innovations, but on changes in essence - in the content and training technologies and research preparation. As a social institution that reproduces the intellectual potential of a country, education should have the ability to accelerate development, meet the interests of society, a specific individual and potential employer.

The scientific basis of teaching is the very foundation without which it is impossible to imagine modern education. It is this kind of education that enhances the personal, and in the future, professional self-esteem of the graduate, transfers him a significant part of the cultural and social standards of society. The results of a quality higher education are not just literacy, close to one or another profession. This is a combination of education and behavioral culture, the formation of the ability to think independently and competently, and in the future to work, study and relearn independently. It is from this that modern ideas about the fundamental nature of education are now proceeding.

As follows from the above, innovation is a direct path to the integration of education, science and production, adequate to the knowledge economy. At the same time, innovations in all aspects: organizational, methodological and applied, are the main tools for improving the quality of education.

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ინოვაციური ტექნოლოგიები – განათლების ხარისხის უზრუნველსაყოფად

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ინოვაციური ტექნოლოგიები უმთვრესი ინსტრუმენტებია სხვა სოციალურ ინსტიტუტებთან კონკურენციისას. თანამედროვე სოციალურ-ეკონომიკური მდგომარეობა არამარტო შინაარსით, არამედ სწავლების ფორმითა და ტექნოლოგიებითაც აუცილებელია ახალგაზრდებისათვის განათლებისადმი პოზიტიურად განწყობისათვის. სწორედ თანამედროვე ტექნოლოგიებია პირდაპირი გზა საგანმანათლებლო და სამეცნიერო ინტეგრაციისაკენ. ეს არის ძირითადი ინსტრუმენტი სწავლების ხარისხის გასაუმჯობესებლად.

საკვანძო სიტყვები: ინოვაციური ტექნოლოგიები, განათლება, განვითარება