UDC 378

APPLICATION OF INNOVATIVE TECHNOLOGIES IN TRAINING OF FUTURE SPECIALISTS TO WORK WITH ORPHANS

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Summary. The effectiveness of the application of innovative technologies in the learning process of high school at training of specialists to work with orphans, their classification and the main ways to improve the cognitive activity of students are considered in this article. The examples of using innovative methods are shown and stages of organizing classes are also taken into account in the implementation of interactive methods.

Keywords: professional training of specialists; innovation; pedagogical technology; technology of projects; technology of development of critical thinking.

Higher education along with some indicators describing the innovative potential of the country is one of the factors of competitiveness of Kazakhstan's economy. The introduction of technological innovations in the educational process of higher education can help to solve the problems of training specialists who meet the requirements of time. Increasing the competence of teachers in the field, the most effective use of informational, communicative and interactive technologies in the creation and development of universal educational sphere, stimulating the formation of a new culture of pedagogical thinking is a problem of modern higher education.

Application of innovative technologies in the educational process of high school creates an entirely new possibilities of implementing didactic principles of individualization and differentiation of training which has a positive effect on the development of cognitive activity of students, their creativity, consciousness, realizes the conditions for transition from learning to selfeducation. The effectiveness of using innovative pedagogical technologies in the educational process is confirmed by the research works of number of authors: K. J. Buzaubakov, G. K. Selevko, V. I. Andreev, V. P. Bespal'ko, M. V. Clarin and others. Today, a comprehensive theoretical development of the problem of application of innovative technologies in vocational training of specialists to the work with orphans in conditions of high school gets a special acuteness and significance. Modern technologies in education are seen as a means by which a new educational paradigm can be implemented. The most common interpretation of the concept of "technology" is that it is a scientific and practical proposed system of human's activity which is used in order to transform the environment, the production of material and spiritual values. Any activity, notes V. P. Bespal'ko can be either technology or art. Art is based on intuition and the technology on science. Everything starts with art, ends with technology and then starts from the beginning [1]. Any planning, without which nothing to do in pedagogical activity, contradicts the impromptu, acts by intuition, i. e. is the beginning of the technology.

In pedagogical science and practice, there are various positions to the definition of innovative educational technology. So, M. V. Clarin represents this concept as a set of system and functioning of all personal, instrumental and methodological tools used to achieve educational goals [2].

G. K. Selevko considers that pedagogical technology is a model of the pedagogical activity including design, the organization and carrying out educational process with unconditional providing comfortable conditions for learners and teacher [3]. In turn V. P. Bespalko defines the concept as a set of means and methods of reproduction of theoretically reasonable processes of training and education allowing

to realize successfully educational objects [1, p. 29]. Such a variety of interpretations of educational technology is not accidental, because each author based on the definition of a conceptual approach to understanding the essence of technology at all.

Thus, innovative pedagogical technologies of training are characterized by the following positions:

• technology is developed for a specific pedagogical plan, it is based on certain methodological, philosophical position of the author;

• technological chain activities, operations, built up strictly in accordance with the objectives set by having the form of specific expected results;

• functioning of technology provides a coherent activity of the teacher and students on a contractual basis with the principles of individualization and differentiation, optimal implementation of human and technical capacities, the use of dialogue, communication;

• phased planning and consistent implementation of the elements of pedagogical technology should be, on the one hand, replicated by any teacher and, on the other, guarantee the achievement of the expected results by all students;

• an integral part of pedagogical technology are a diagnostic procedure that contains the criteria, indicators and tools for measuring performance.

Innovative pedagogical technology is a project of specific pedagogical activity, implemented consistently in practice, the main indicator of which is the progressive beginning in comparison with the existing traditions and practices of mass.

One of the main features of innovative technology is that its development and application require high activity of the teacher and student. Activity of the teacher manifested in the fact that he knows the psychological and personal characteristics of their students and on this basis makes individual adjustments into the technological process. The activity of students is manifested in the increasing autonomy, that is, in the technologized process of interaction. Consequently, innovative pedagogical technology can be considered as the technology of a particular type, where ordered, planned for a specific project and consistently implemented actions, operations and procedures are implied that provide to achieve a predictable instrumental goal in working with orphans in certain environmental conditions. Thus, new innovative pedagogical technologies include a personal approach, fundamentality of education, creativity, akmeological approach, professionalism.

In the training of specialists to work with orphans we use various innovative technologies, such as: technology of projects; technology of development of critical thinking.

In this case, an integral part of any course by means of which we put innovative pedagogical technologies into practice is a methodical complex, which, in our opinion, should include:

• video-computer system by which the teacher conducts lectures and seminars in the special equipped classrooms;

• "screen shot" – a special handout, the specificity of which is that in addition to reference and information functions, it acts as an activator of the creative activity of the student in filling them specially designed circuits, power, signs, etc.;

• a set of interactive hardware and software training.

We use a **technology of projects** to study the theoretical disciplines, such as: "Social pedagogy", "Introduction to the teaching profession" and other projects.

The basis of this technology is the development of cognitive interests of students, abilities to independently design their knowledge, skills to navigate in information space, the development of critical thinking. Technology of projects is always focused on independent activity of students – individual, pair, group, which students perform for a certain length of time.

The main requirements for the use of technology projects are: the presence of problem or task which are significant in the research and creative plan that requires an integrated knowledge and research for solutions; practical, theoretical, cognitive significance of the expected results; independent (individual, pair and group) activity of orphans; structuring a substantial part of the project (indicating staged results); use of research methods (definition of the problem, its tasks and hypotheses to solve them; discussion of research methods, design of the final

results, and analysis of the data; summing up, adjustment, conclusions).

We have designated criteria for assessing the elaboration of the project, which include: the importance and relevance of the problems; necessary and sufficient depth of penetration into the problem and its solution for attracting knowledge from various fields of social pedagogy; completeness, the content of the project; current and future project. It's necessary to build learning on an active basis through purposive activity of the student, in accordance with his personal interest in this knowledge. Hence it is extremely important to show students with their own interest to acquire knowledge that can and should be useful to them in their future professional activity. In this connection it is necessary to choose the issues of importance to the future of specialist solutions for which it is necessary to apply the knowledge and new ones that remains to be bought. The task of the teacher in this case – supporting new sources of information or simply direct the thought of students for research on your own. The choice of subject matter is determined by the teacher of projects, taking into account the learning situation for studying the discipline, or by the students themselves, if the project is intended for extracurricular activities.

Project work generally consists of several stages*:*

1. *The exploratory stage* (definition of the objectives of the project, conducting organizational work; formulation of the research problem; definition of the object and subject of study; hypothesizing).

2. *The design stage* (definition of areas of work, the immediate objectives; definition of ways to find sources of information on directions; definition of research methods; organization of groups; distribution of tasks in groups).

3. *The technological stage* (independent work in groups, sharing of information; implementation of the planned technological operations; the current quality control; analysis of the collected information by groups, scripting project protection, which is constructed as following: the design of the project; protection of its hypothesis; conclusions, explanation in the form of tables, charts, drawings, etc.; answers to questions.

4. *The final stage* (collective discussion, expertise of the project, analysis of the results of the project; conclusions).

As a result, students must independently and jointly solve the problem by applying the necessary knowledge, sometimes from different areas to get real and tangible results.

The results of completed projects should be material, that is duly executed (the album, comparative analysis, abstract, etc.). Thus, the basis of technology of projects is the development of cognitive skills of trainees, skills to independently design their knowledge and focus on the information space, the development of critical thinking. Critical thinking is the ability to pose new questions, develop a variety of arguments designed to make independent decisions. The development of this type of thinking through interactive inclusion of students in the educational process is the purpose of the next considered technology.

Technology of developing critical thinking has its own characteristics, namely the emphasis on the autonomy of the students in the learning process; search arguments to solve the problem; no information on the adoption of faith; search for reasoned response occurs on the basis of reflection, identify unknown; it's necessary to create conditions for cooperation and partnership in the process of purposeful activity.

The technology consists of several phases, namely:

1) challenge (what the student already knows on the subject);

2) understanding (what has learned);

3) reflection (selection information).

Let's distinguish the basic techniques included in the above phase technology: 1 phase, cluster, individual "brainstorming", group "brainstorming"; Phase 2: insert (working with markup information, text markings with its layout), cross-discussion, KWL (I know, I want to learn, learned, i. e. to bring information in a logical order, its goal – the systematization of knowledge on the topic); Phase 3: cluster ("Information bunch of" Graphical systematization of the material), the essay. This is a quick way to summarize on, reflection, way of summarizing the information

and presentation of complex ideas, feelings and ideas in a few words.

Technology of developing critical thinking is the foundation for the development of new types of activity. The subject of any new pedagogical technologies are specific interaction of students and teachers in various activities organized on the basis of precise structuring, managing, programming, algorithmization, standardization of methods and techniques of training or education, with the introduction of computerization and technology.

So, modern educational technology is to implement a new learning content and ensure the achievement of the goals of teaching, implying scientific approaches to the organization of educational process in high school, extend the range of educational services provided to students, change and provide new forms, methods and means of teaching. The use of innovative teaching technologies is one of the perspective directions of development of higher education, contributing to greater individualization of the learning process, the intensification of training and education, formation and self-actualization of the future specialist.

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