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The Importance of Digital Technologies in the Organization of Modern Education

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Abstract: *This article discusses some types of modern innovative technologies. Innovative technology develops day after day and sets us big challenges that can be resolved during student learning. Modern technology opens up new perspectives forlearning the language and reveals the potentials of students.*

Keywords: *Innovation, information technology, modern, multimedia, education, electronic portfolio.*

In fact, innovation (in-new) appears in the Latin language somewhere in the middle of the XVII century and means the entry of a new into a certain sphere, implantation into it and the generation of a whole series of changes in this sphere. And this means that innovation is, on the one hand, the process of innovation, implementation, implementation, and on the other hand, it is the activity of turning innovation into a specific social practice, and not at all an object.

Innovation activity in its most complete development involves a system of interrelated types of work, the totality of which ensures the emergence of real innovations. Namely:

- research activities aimed at gaining new knowledge about how something can be ("discovery"), and how something can be done ("invention");
- project activities aimed at developing specific, instrumental and technological knowledge on how, based on scientific knowledge, it is necessary to act in the given conditions in order to get what it can or should be (an "innovative project");
- educational activities aimed at the professional development of subjects of a certain practice, at the formation of each personal knowledge (experience) about what and how they should do in order for an innovative project to become a reality ("implementation").

What is "innovative education" today? - This is an education that is capable of self-development and which creates the conditions for the full development of all its participants; hence the main thesis; innovative education is a developing and developing education.

What is "innovative educational technology"? This is a complex of three interconnected components:

Modern content, which is transmitted to students, involves not so much the development of subject knowledge as the development of competencies adequate to modern business practice. This content should be well structured and presented in the form of multimedia training materials that are transmitted using modern means of communication.

Modern teaching methods are active methods of forming competencies based on the interaction of students and their involvement in the educational process, and not only on the passive perception of material.

Modern training infrastructure, which includes information, technological, organizational and communication components, which allow to effectively use the advantages of distance learning.

At the moment, a variety of pedagogical innovations are used in school education. It depends, first of all, on the traditions and status of the institution. Nevertheless, the following most characteristic innovative technologies can be distinguished.

1. Information and communication technologies (ICT) in subject teaching The introduction of ICT in the content of the educational process implies the integration of various subject areas with computer science, which leads to the computerization of students' consciousness and their understanding of computerization processes in modern society (in its professional aspect). Awareness of the emerging trend in the process of school informatization is essential: from the development by students of the initial information about computer science to the use of computer software in the study of general subjects, and then to saturate the structure and content of education with elements of computer science, the implementation of a fundamental restructuring of the entire educational process based on the use of information technology. As a result, new information technologies appear in the school methodological system, and school graduates are prepared to master new information technologies in future work. This direction is implemented through the inclusion in the curriculum of new subjects aimed at the study of computer science and ICT. The application experience has shown:

a) the open school information environment, including various forms of distance education, significantly increases students' motivation to study subject disciplines, especially using the project method; b) informatization of education is attractive to the student in that the psychological stress of school communication is removed by moving from subjective teacher-student relations to the most objective student-computer-teacher relationships, the efficiency of student work is increased, the proportion of creative work is increased, the opportunity is expanded in receiving additional education on the subject within the walls of the school, and in the future, the deliberate choice of the university, prestigious work is realized;

c) informatization of teaching is attractive to the teacher because it allows to increase the productivity of his work, increases the general information culture of the teacher.

Currently, we can quite definitely talk about several types of design.

First of all, this is the psychological and pedagogical design of developing educational processes within the framework of a certain age interval, creating the conditions for a person to become a true subject of his own life and activity: in particular, learning - as the development of general methods of activity; formation - as the development of perfect forms of culture; education - as the development of hostel standards in different types of community of people.

Further - this is the socio-pedagogical design of educational institutions and developing educational environments that are adequate to certain types of educational processes; and most importantly - adequate to the traditions, structure and prospects of development of a particular region of Russia.

And, finally, pedagogical design proper - as the construction of developing educational practice, educational programs and technologies, methods and means of pedagogical activity.

This is where the special task of design and research arises to ensure the transition from traditional education (traditional schools, traditional management systems, traditional training and education) to

innovative education that implements the general principle of human development.

So, in the psychology of development, special design of age standards (as a specific set of individual abilities of a child in a specific age range) and development criteria at different stages of ontogenesis is necessary.

In developmental pedagogy, this is the design of developing educational programs that are adequate to age standards, translated into the language of educational technologies, i.e., through WHAT? And How? this development will be carried out.

In educational practice, this is the design of child-adult communities in their cultural and activity certainty, that is, the design of such an educational space where this development can be carried out.

In other words, the design of a system of developing and developing education is possible if it is simultaneously carried out: a psychological study of age-normative models of personality development, pedagogical design of educational programs and technologies for implementing these models, co-organization of all participants in the educational process, designing the conditions for achieving new educational goals and means of solving problems development.

There are probably hundreds of examples of design work that is being conducted in modern education. We outline only a few types of such work:

- at the level of an individual teacher - this is the design of educational programs, including educational, educational, pedagogical subprograms;
- at the level of the head of the educational structure - this is the design of the type of education provided by the system of specific educational programs;
- at the management level in education, this is designing programs for the development of educational structures of various types, the set of which is adequate to the existing contingent of children, pupils, and students;
- at the level of policy in education - this is the design of the educational system as a socio-cultural infrastructure of a particular region or country as a whole.

2. Personally-oriented technologies in teaching a subject

Personality-oriented technologies put the child's personality at the center of the entire school educational system, providing comfortable, conflict-free and safe conditions for its development, realization of its natural potentials. The personality of the child in this technology is not only a subject, but also a priority subject; it is the goal of the educational system, and not a means of achieving any abstract goal. It manifests itself in the development by students of individual educational programs in accordance with their capabilities and needs.

3. Information and analytical support of the educational process and management the quality of education of the student

The use of such innovative technology as the information-analytical methodology for managing the quality of education allows you to objectively, impartially trace the development in time of each child individually, class, parallel, school as a whole. With some modification, it can become an indispensable tool in the preparation of class-generalizing control, studying the state of teaching of any subject of the curriculum, studying the system of work of an individual teacher.

4. Monitoring intellectual development

Analysis and diagnosis of the quality of education of each student through testing and graphing the dynamics of academic performance.

5. Educational technologies as a leading mechanism for the formation of a modern student

It is an integral factor in modern learning conditions. It is realized in the form of involving students in additional forms of personality development: participation in cultural events according to national traditions, the theater, centers of children's creativity, etc.

6. Didactic technology as a condition for the development of the educational process of OS

Here, both well-known and proven techniques can be implemented, as well as new ones. This is an independent work with the help of a training book, a game, design and defense of projects, training using audiovisual technical means, a “consultant” system, group, differentiated teaching methods - a system of “small groups”, etc. Various combinations of these techniques are usually used in practice.

7. Psychological and pedagogical support for the implementation of innovative technologies in the educational process of the school

The scientific and pedagogical substantiation of the use of certain innovations is supposed. Their analysis on methodological tips, seminars, consultations with leading experts in this field.

Thus, the experience of the modern Russian school has the widest arsenal of the use of pedagogical innovations in the learning process. The effectiveness of their application depends on the established traditions in the general educational institution, the ability of the teaching staff to perceive these innovations, and the material and technical base of the institution.

New educational standards introduce a new area of evaluation activity - the assessment of personal achievements. This is due to the implementation of the humanistic paradigm of education and a personality-oriented approach to learning. It becomes important for society to objectify the personal achievements of each subject of the educational process: student, teacher, family. The introduction of the assessment of personal achievements ensures the development of the following components of the personality: motivation for self-development, the formation of positive guidelines in the structure of self-concept, the development of self-esteem, volitional regulation, responsibility.

Therefore, the standards include in the final grade of the student the accumulated grade characterizing the dynamics of individual educational achievements throughout all the years of schooling.

The portfolio is the optimal way to organize a funded assessment system. This is a way to record, accumulate and evaluate the student’s work, the results of the student, testifying to his efforts, progress and achievements in various fields over a certain period of time. In other words, it is a form of fixing self-expression and self-realization. Portfolio provides the transfer of "pedagogical emphasis" from assessment to self-esteem, from the fact that a person does not know and is not able to what he knows and can. A significant characteristic of the portfolio is its integrability, including quantitative and qualitative assessments, involving the cooperation of the student, teachers and parents during its creation, and the continuity of replenishment of the assessment.

Orientation of innovation to solve problems of an educational institution:

- Changing the method of training, searching for new forms of organization of the learning process, changing requirements for performance, and in general for the quality of education;
- Form of continuous assessment in the process of continuing education;
- Teacher's portfolio - as an alternative form of assessing his professionalism and work performance during the examination for compliance with the declared qualification category;
- Active involvement of parents in the process of learning and teaching the child (a more adequate assessment of both the strengths and weaknesses of their child and more active cooperation with the school)
- Resource opportunities of an educational institution;
- Systematic work on teacher training;
- Experience in creating an electronic portfolio;
- Networked computer equipment for classrooms (3 computer classes, personal computers in classrooms of subject teachers, administrative network);
- Methodological support of the course;

- ✓ work folder;
- ✓ official portfolio forms (appendix to the certificate of grade 9);
- ✓ grading of a graduate of a primary school (Regulation on individual cumulative assessment (portfolio));
- ✓ diagnostic materials;
- ✓ tables and diagrams for maintaining the "Working Folder";
- ✓ memos and instructions for students;
- ✓ guidelines for portfolio management;
- ✓ approximate options for studying with students.

The relationship of innovation with the achievements and competitive advantages of the educational institution for the period preceding the current innovation cycle of development:

- ➢ A promising form for presenting the individual orientation of the educational achievements of a particular student, which meets the tasks of preprofile training and in the future - profile training;
- ➢ Building an educational rating of 9th grade graduates;
- ➢ Optimization of mechanisms for the formation of 10 core classes;

assessment of the innovative environment in the educational institution, the innovative potential of the team, potential points of growth;

- ➢ Shelter has long been engaged in the search for methods of authentic (individualized) assessment, oriented not only to the assessment process, but also to self-assessment;
- ➢ Many methodological findings have been accumulated, pedagogical technologies have already been developed that allow you to get rid of obsessive labels like "weak threesome" or "strong good guy";

primary forecast of perception of possible innovations in the community of an educational institution, possible resistance to changes;

- ➢ Implementation requires both a teacher and a student new organizational and cognitive skills;
- ➢ The problem of study time: it takes more time to implement than the traditional grading system;
- ➢ A real assessment of the capabilities and readiness of students, teachers, parents in providing materials for fixing the dynamics of his individual progress;
- ✓ transfer of pedagogical emphasis from assessment to self-esteem;
- ✓ students have poorly developed achievement motivation, there are difficulties in setting goals, self-planning and organizing their own educational activities, the ability to systematize and analyze their own collected material and experience;
- ✓ unpreparedness of parents to realize the importance and significance of the portfolio as a document confirming the level of knowledge of students and make the right choice for further education.

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