ISSUES OF DEVELOPMENT OF MODERN FORMS INNOVATIVE PEDAGOGICAL IN HIGHER EDUCATION

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Abstract. *The society we live in is always changing. And knowledge is constantly updated, especially in the issues of modern higher education. The creation of innovative ideas and technologies is growing. Even throughout the world, the skills of the educational systems, especially at the university level, are being formed, updated, and improved through the exchange of experiences between the leading countries of the world and other countries. A number of changes and updates are being introduced not only at the university level but also in the preschool and school education systems. Basic knowledge is basic knowledge, and if good education is given at the beginning, young people will acquire knowledge in this way in higher education systems. The reason why more attention is paid to skills at the university level is that it is necessary for a person to develop, progress, and mature as a necessary member of society. Of course, this is very necessary for the state and for the innovative pedagogy that is being updated. Taking this into account, the main goal of the article is the development of modern forms of innovative pedagogy at the university level.*

Keywords: Higher education, Innovative achievements, Pedagogical technologies, Pedagogy.

Introduction

The UNESCO analytical report "The Post-2015 Sustainable Development Program" stated that in the new information era, innovation in many areas of public activity should incorporate high dynamism, rapid change in knowledge, information, and technology, and that higher education should become the primary element in the direction of progress. Under these circumstances, the state is becoming more and more important to society in terms of guaranteeing access to high-quality education, a high degree of knowledge, and the ability to acquire appropriate skills and competencies by granting academic mobility and freedom to higher education institutions.

The world in which a person lives becomes complex and contradictory. In order to develop a reasonable strategy for one's own life, it is necessary to have sufficiently high intellectual and creative potential, high professionalism. Therefore, one of the

most important tasks of a higher school is the personal and professional development of students. Pedagogical practice requires the creation of a relatively simple and, at the same time, universal toolkit for the implementation of the personal and professional development of students. This toolkit should reveal the structure of this development and its dynamics in innovative learning technologies, in modeling the educational environment itself. In this context, the main components of education should be reviewed: content, forms, methods, teaching technologies, methodological support (including textbooks), and teachers' functions.

A person's environment becomes complicated and contradictory. Possessing a high enough level of professionalism and intellectual and creative potential is essential for formulating a sensible plan for one's own life. Therefore, a higher education institution's primary responsibility is to support students' personal and professional development. Developing a universal and reasonably easy-to-use toolkit for students' personal and professional growth is a necessary part of pedagogical practice. When modeling the educational environment, this toolkit should make clear the dynamics and structure of this evolution in cutting-edge learning technologies. The primary educational components—content, forms, methods, teaching tools, methodological support, and textbooks—should be examined in this context.

Three additional categories have emerged from the term "pedagogical technologies": educational technologies, pedagogical technologies, and instructional technologies. Educational technologies are intended to predict the evolution of education, its specific design and planning, predict outcomes, and determine the corresponding educational goals of standards. They also reflect the overall strategy for the development of education and provide a unified educational space. Concepts in education and the educational system are two examples of educational technologies. Currently, the concept of education, the educational system, etc., is humanistic.

Pedagogical technologies, by offering models of the latter and identical models of managing this process, embody the tactics of its application in the educational process, if educational technologies reflect the strategy of education.

Literature review

The ability level of the teacher is reflected in their pedagogical approach. The manner and materials used for instruction and rearing him determine the extent of the subjects' development in training and education. This indicates that the terms "educational or educational technology," "pedagogical technology," and "educational technology" are surely related to the idea of "pedagogical technology."

According to Kolgatin and Kolgatina (2019), pedagogical technology needs to adhere to certain fundamental methodological standards and manufacturability criteria. conceptuality (dependence on a particular concept that includes didactic, philosophical, psychological, and socio-pedagogical justifications for educational goals); consistency (pedagogical development needs to incorporate all system features); integrity; consistency of the process, the relationship between all of its components; manageability (ability to plan goals, design the learning process, provide step-by-step diagnostics, and use a variety of means and methods in order to achieve goals).

The successes of pedagogical science and practice are synthesized into modern pedagogical technology, which combines conventional aspects of past experience with those brought about by social and technical advancement, humanization, democratization of society, and the technological revolution. Social transformations and pedagogical thinking; social, pedagogical, and psychological sciences; contemporary advanced teaching experience; historical domestic and foreign experience (acquisition of prior generations); folk pedagogy are the sources and constituents of new pedagogical technologies (Iqbal, 2020).

Students gain the ability to collaborate well in a team through interactive learning, which is particularly valuable because, regrettably, most students lack these abilities. This issue can be resolved by using interactive technology appropriately, strategically, and methodically. Interactive teaching techniques are a component of student-centered learning because they help people become more socialized, aware of their place in a team and their own potential.

What is meant by "innovative learning"? The goal of innovative learning is to continuously reevaluate values, keeping those that are indisputable and discarding those that are already out of date.

The active process of developing and disseminating new techniques and approaches to didactic problems of training specialists in a harmonious blend of traditional, classical methods and the outcomes of creative inquiry, the use of unconventional, progressive technologies, unique didactic concepts, and forms of assuring the educational process are all considered innovations in educational activities.

In the present world, it is imperative to find effective, consistent solutions to pressing pedagogical issues in a reasonable amount of time, since the need to reform education and create a suitable educational and material foundation for our nation is

already apparent. This is where new educational and information technologies come in handy.

Methodology

Examining the key elements of cutting-edge pedagogical technologies in the educational system is the study's primary goal. Several techniques were used for this, and these comprise the research approach. Systems analysis and synthesis, induction and deduction, comparison, categorization, generalization and systematization, idealization, and abstraction were the theoretical approaches used in the study.

Result and discussion

As a consequence of this work, alternatively defined as the process of assimilating, putting into practice, and disseminating new ideas in education, innovative pedagogical technology is thought of as a unique arrangement of activity and thought intended to organize innovations in the educational space.

The introduction of something new into the goal, subject matter, formats, and techniques of instruction and childrearing, as well as into the cooperative activities of the participants in the educational process, is referred to as innovation in the pedagogical process.

The employment of innovative technology in the higher education system is regarded as a way for teachers to model the forms, content, and instructional strategies of the educational process utilizing novelty and in line with the predetermined goals.

Information teaching aids are one of the ways that contemporary, innovative teaching technologies are applied in the process of preparing future teachers for the workforce. In order to successfully and intentionally use these tools, university teachers need to be aware of their didactic potential and operational principles

Information and development technologies' content, which aims to build the pedagogical skills of a future teacher with the required body of knowledge and a wealth of information, includes lectures, seminars, hands-on learning, independent literature study, and other activities. These should consider the individual lecturer's style, the particulars of the academic discipline, and the audience's level of preparation.

Many opportunities arise when information technologies are used in hands-on learning environments. Developing theoretical information with the aid of mind mapping technology and presentations is an incredibly powerful teaching tool. Utilizing hypertext information, which makes reference data, glossaries, and

animation applications easily accessible, is one of information technology's technical advantages.

Conclusion

Creative teaching is a multifaceted process that needs to be managed with tact and good intentions. The educational process is profoundly altered by the introduction of cutting-edge pedagogical technologies, which also solves issues with student-centered learning, differentiation, humanization, and the development of unique educational perspectives.

Both conventional and cutting-edge teaching techniques, which are equally successful in the current learning process, should be employed; in other situations, they just cannot be eliminated. They must always be complementary to one another and in a partnership. These two ideas have to coexist on an equal footing.

In summary, it can be observed that the integration of cutting-edge technologies into the pedagogical processes of postsecondary educational institutions has resulted in a rise in the professional competence and pedagogical skills of aspiring educators who are involved in these innovative processes, as well as an improvement in the quality indicators of students' academic accomplishments. Simultaneously, the entire regional education system is being modernized; universities are developing based on the discovery, creation, and application of novel pedagogical technologies; methodological and scientific support is given to the educational institution's growth.

Thus, it makes sense that as novel pedagogical tools become more integrated into the educational process, they would eventually supplant more conventional approaches and modes of labor. Under this scenario, universities will be able to design the best possible method of setting up the learning environment while accounting for the unique characteristics of global higher education and the global cultural context customs.

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