



Teaching Methodology of Technical Sciences and Innovative Pedagogical Technologies

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ABSTRACT

This article describes the methodical support and information environment of optimal solutions for the use of innovative pedagogical technologies and highly effective methods in the teaching of technical sciences.

Keywords:

Pedagogical technologies, innovative approach, interactive methods, technology, innovative methods, advanced methodological support.

Introduction. Based on the analysis of technical literature and foreign educational experiences, the article discusses the strategic goals of improving innovative education in Central Asia and modern interactive technologies of interaction between teachers and students in the educational process of the university. The leading methodological approaches (humanistic, systematic-activity, development of competence, creative, technological) and methods are considered.). The main content of the article is devoted to the characteristics of the theory of interaction of the subjects of activity and the practical experience of the departments of technical higher education institutions of Central Asia. Based on the conceptual apparatus, the authors analyze the essence of cooperation, interaction and innovative technologies, describe their use in teaching and educating students (features of the use of innovative technologies and practical recommendations for their use. The degree is proven. University the professional skills and abilities of teachers depend on the development of their technological competence

and active interaction with students and colleagues of university departments. Experience in the design and application of interactive technologies of the interaction of activity subjects in the educational process of universities can be used. [1].

As a result, we solved tasks such as revealing fire engineering. Pedagogical technology and forms of its implementation. Achieving the goal and fulfilling the tasks ahead of us an approach that uses a cognitive and productive approach that is dialectical and skill-based. The use of educational robotics in the educational process is a cognitive and advanced level of activity. The cognitive activity of the subjects of the educational process consists of requirements and the pursuit of knowledge with the help of a wide range of different disciplines, the interest of young researchers (interns) in solving problems, the development of theory and practice in the process of solving problems in the personal educational trajectory of the audience, the interconnection lash intersection of fields of knowledge.

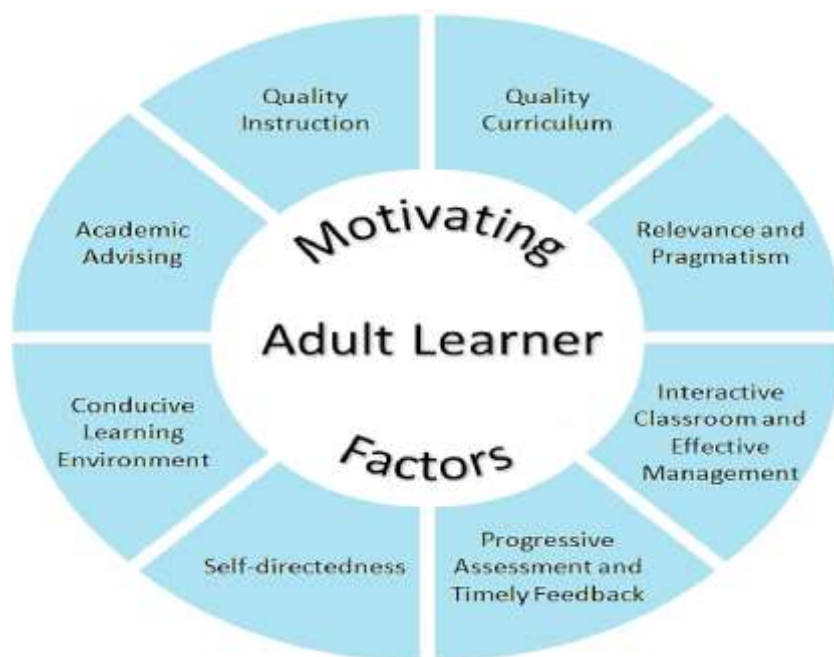


Figure 1 from Motivating Factors for Adult Learners in Higher Education

The main task of the lecturer is to raise the interest of students in the topic of practical classes or seminars. Lecturers can choose different forms of work, which, in their turn, should promote the increase of students' motivation, teach them to think independently and act according to circumstances that may vary, due to some or other life events. The educational process at the department certainly depends on the material and technical equipment, but the effectiveness of assimilating by the students of provided material, primarily depends on the lecturer, namely his knowledge and skills, and directly from the style of work. In the course of teaching the discipline «Medical Informatics» it is expedient to use, in our opinion, such methods of training that will increase the motivation of medical students to study this discipline, and ultimately contribute to an increase in the level of assimilation of material and, accordingly, qualitatively improve the acquired knowledge and skills of students; they are : work in pairs; individual and collective student projects; solving the problem of medical and biological content [2]. The need to use the method of work in pairs is dictated, first of all, by the number of available

places for job, that is, the number of personal computers. As a rule, computer classes are equipped with computers on an average of 10 pcs that does not correspond to an average number of students – 14 per group, and that is an important reason for implementing this method in the educational process during the teaching of computer disciplines. Certainly this method has some advantages; it gives students the opportunity to acquire skills needed for communication and cooperation. This technique encourages teamwork, the ideas produced in pairs help participants to be useful to each other; expressing opinions and discussing methods for creating a practical task give the students possibility to find the right solution, feel their own capabilities and strengthen them. When using the method of working in pairs, it is necessary to pay attention to: establishing visual contact – the location of the interlocutor, his gesticulation; promotion of the partner to the cooperation by using gestures and phrases; if necessary, for clearing up the situation to ask clarifying questions; while expressing your thoughts on the question it is necessary to speak clearly, concisely, giving examples; at the time of an

active hearing, you should not give advice, evaluate the interlocutor, interrupt, or change the subject of the conversation. Thus, students acquire the ability to clearly express their thoughts and listen carefully to the arguments of their co-worker. When using active nonconventional tech [3].

Conclusion. Continuous learners are an emerging segment. Portfolio careers and the need for workforce agility in the gig economy are increasing the demand for continuous development. Continuous learners are 'consumerised' and want full control of their learning path. They want, just like the regular student, learning that is learner-centred, affordable, technology-enabled, accessible, and preferably creative and innovative. Increasingly they follow separate packages of knowledge, delivered by the best lecturers and available from a pool of modules, to rebundle them into a personalised curricula. S&T universities that have the aim to make continuous education part of their mainstream activities, will have to co-design curricula and courses in close partnership with employers and students. This will lead to a more intense involvement of engineering business in education than nowadays.

Practical significance. Based on the research work, it can be said that this research is a pedagogical necessity for the development of modern methodological forms and principles of innovative pedagogical training.

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