

## **PEDAGOGICAL OPPORTUNITIES OF INNOVATIVE EDUCATIONAL TOOLS**

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**Annotation:** This article describes the pedagogical aspects of using the possibilities of modern educational tools in the process of professional education. Also, the role and importance of modern educational tools in the process of professional education is highlighted. Didactic principles that ensure the effectiveness of modern educational tools are analyzed. In particular, principles such as availability, scientificity, visuality, consciousness and creative activity, systematicity, connection of education with life and practice, solidity of knowledge acquisition and development of students' cognitive powers are mentioned.

**Key words:** professional education, vocational training, educational tools, innovative educational tools, traditional teaching tools, educational and methodological support.

Modernization of education in the system of professional education sets new professional tasks, sets new requirements for the professional training of a modern specialist. The new tasks of professional training are the use of modern pedagogic, including information, technologies, teaching technical means and equipment.

In other words, the implementation of successful professional training in professional education requires significant updating of educational and methodological support and the introduction of modern innovative approaches in it.

The system of modern educational tools ensures the fulfillment of the requirements of professional educational standards of professional education, is an integral part of all levels of the information-educational environment and forms all components of the educational process, including the educational motivation of students. Achieving the personal, meta-subject and science results of mastering the

basic educational program is impossible without the comprehensive use of the entire set of educational tools available in the educational process - both traditional and digital educational tools [ 11].

The main feature of education is the formation of a general basis of activity as a system of universal educational actions that determines the ability of a person to read, know and cooperate in changing the knowledge of the environment [3].

Modern educational tools include [5]:

- traditional teaching tools (on printed and non-printed basis, as well as equipment, devices and tools for carrying out natural experiments and practical actions);
- innovative educational tools (working on the basis of digital technologies).

The effectiveness of using modern educational tools is determined by three interrelated aspects of its provision - technical, methodological and organizational. Technical support includes adaptation, improvement and development of educational tools used to transfer information to students, feedback from students to the teacher, control of knowledge, organization of independent training, data processing and documentation. includes. But even the most modern educational tools, if they do not have the necessary methodological preparation and development of didactic materials, violate the ergonomic and psychological-pedagogical requirements, unreasonably expand the fields of their application, are methodologically illiterate, that is, wrong does not provide the desired effect if used [8].

Organizational support of educational tools in professional educational institutions - servicing and maintaining them in working condition, modernization and timely replacement of equipment is of great importance. One of the reasons why educational tools are underutilized by many teachers in educational institutions is that they have many people who are not very tech savvy. Fear of the technical complexity of the equipment and difficulties arising from its malfunction are the strongest psychological barriers to the widespread use of educational tools. And the more modern and expensive they are, the more teachers don't want to use

them. Therefore, it is necessary to familiarize the future teacher not only with the educational tools of this course and the method of their use in the lesson, but also to actively involve the educational tools in the pedagogical practice of all types of students, to teach them about their use. different practical assignments should be given.

The level of use of modern educational tools depends on the nature of the taught subject, students' preparation and interests, the form of lessons, the teacher's unique inclination and enthusiasm, available tools, software and methodological support. Three levels of using educational tools can be conditionally distinguished: episodic, systematic and synchronous. At the episodic level, educational tools are used by the teacher in each case. It allows to significantly expand the volume of systematically studied information and the diversity of its presentation for perception, if the teacher thoughtfully and consistently includes modern educational tools in the educational process. Synchronous level refers to the practically continuous support of the presentation of the material through the use of educational tools during the entire lesson or a significant part of it [4].

However, at any level of technicalization of the educational process, the leading and decisive role belongs to the teacher, and educational tools, even in the most modern versions, are always only his assistant. The highest level of technicalization of the educational process cannot replace the positive influence of the teacher on the education of students and the development of their personal qualities.

All of the above determines the place and importance of studying educational tools and methods of their use in the process of professional training of future specialists and teachers who must work in the modern information society. As a result, "Technical training tools" or a similar subject is included in the training plans for specialist personnel, the purpose of which is to make each graduate of the pedagogical educational institution competent in the field of using modern technical training tools [9] .

The use of modern educational tools will be effective and productive if the content material transmitted using modern educational tools meets the following didactic principles:

The principle of availability - the generally understood meaning of this principle is that at every stage of education, upbringing, development, it is necessary to offer information that the student can immediately understand through modern educational tools.

However, at the same time, it is necessary not to reduce the possibilities of the student, on the contrary, to stimulate the mental activity and interest of the student, to implement the educational material with a high level of complexity, to create all the conditions for mastering, that is, the presence - it is not a relief but a surmountable learning difficulty.

The principle of scientism suggests that students master rules firmly established in science, educational information, cultural and artistic masterpieces.

Each phenomenon should be considered from different angles, in unity and development, that is, the educational process should cultivate a dialectical approach.

The principle of imagery or the "golden rule of didactics". Based on the fact that such a study of the principle of classical didactics will be successful, he determined that it begins with the consideration of phenomena, objects, objects, processes and the phenomena of the surrounding reality.

Consciousness and creative activity. The principle is expressed in the task of ensuring the optimal ratio of pedagogical leadership and the conscious creativity of students.

The principle of systematicity, that is, everything in training should be interrelated and appropriate. The systematicity of teaching includes the mastering of the educational material by the student in its logical sequence and interdependence. Modern pedagogy examines this principle from easy to difficult, from close to far, from simple to complex, from known to unknown, from

particular to general; it is studied as a logical sequence and connection between events and subjects at different levels of education.

The principle of connecting education with life and practice. Practice is the basis of knowledge, therefore, the principle of connection of teaching with life and practice is necessary. The use of this principle should be aimed at helping students to apply the acquired knowledge and artistic impressions in solving practical creative and life tasks, to develop their own views and personal experience.

The principle of solidity of knowledge acquisition and development of students' cognitive powers means the student's ability to repeat what he has learned through modern educational tools, if necessary, and to use relevant knowledge in practical activities. If education is based on taking into account the mental laws of development and memory, it is possible to achieve consistency of knowledge. This principle requires a harmonious integration of the work of voluntary and involuntary memory in reading. Things that are interesting, important, and associated with positive emotions for a person are involuntarily remembered.

At the same time, repetition should not be considered as merely copying the past. Repetition means repeating what has been learned from the point of view of new information, connecting the learned material with new facts, personal experience, personal observations.

The principle of a positive emotional background for reading. Emotions play a very important role in human activity, in general, in the educational process. Therefore, the teacher must create and develop a positive emotional environment for learning, eliminate negative aspects, fear, and this, in turn, depends on many factors - including skillful use of modern educational tools, it depends on the pedagogical communication culture of the teacher and his pedagogical skills.

The principle of educational education means that education should not only provide knowledge, develop the intellectual and emotional sphere of the student, but also form a person in general: through education we teach, and through education we educate.

The principle of problematization began to appear more and more in didactic systems. The reason for this is a gradual shift towards solving the task of general human development. This principle means that the development of the student's individuality depends on the nature of his activity. The problem is the initial moment of mental activity. A person begins to think when there is a need to understand something, when a cognitive difficulty arises.

Problem-based education develops intellectual and other areas, not because the pedagogue poses a problem, but because the student himself solves it.

The principle of motivation corresponds to the laws of cognitive and evaluation activity (unity of knowledge and attitude), unity of activity of the subject in the process of reflecting and changing the object. In the pedagogical process, it is necessary to take into account these general rules: students' attitude to knowledge, study, work and other values.

Based on this principle, the goal of the teacher's activity is to develop the motivational sphere, to form the system of fundamental needs and motivations related to them in students - intellectual and emotional needs, needs for knowledge, achievements, cognitive connections, learning needs, work needs. consists of Modern educational tools can be a reason for interest in further learning of the subject, because they create an emotional state that is very important for all subsequent educational activities [1].

Among the new principles of teaching that affect all types of professional education, the principle of computerization of education should be included. The implementation of this principle led to the active introduction of new educational information technology tools into the educational process, individualization of the educational process, provision of active independent educational-cognitive and educational-practical activities of students, activates the educational process, increases its efficiency and quality, provides students with computer literacy and use of computers in professional activities, improving the educational process based on computer technologies.

In short, the use of a wide range of modern educational tools in the process of professional education allows to significantly optimize the workload of the teacher, he improves his skills without separating from his work, learns information of professional importance. facilitates learning and remembering, helps to understand new information and form one's attitude towards it.

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