

Collaborative Learning Based on an Innovative Approach

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Abstract – This article discusses the development of the component of the ability of a vocational education teacher to work collaboratively on the basis of an innovative approach.

Keywords – Innovation, Teaching, Education, Advanced Pedagogical Technologies, Discussion, Collaboration.

I. INTRODUCTION

Innovation means introducing something new, a new order rule. Innovation is often about introducing and applying new methods, tools, new concepts, new curricula.

There are different definitions of innovation: innovation (Latin inovatis) - this means innovation, new order, change. News and change?

One of the UNESCO documents states that "... a novelty does not necessarily have to be new, but it will certainly be better and more self-evident".

In a number of studies on innovation problems, changes are assumed to be novel, but not always entirely new ideas or forms.

Thus, through the concept of innovation, we understand the didactic, methodological, organizational and technical

changes aimed at improving and perfecting the educational process.

II. ANALYSIS AND RESULTS

The creative activity of the teacher in solving innovative problems in pedagogy remains the most pressing problem. (mastery of the most necessary pedagogical techniques, components). Therefore, a lot depends on the skills of the teacher, we will talk in detail about his role in the pedagogical system.

1. The teacher must clearly define the educational goal in accordance with the state order, so that it is possible to draw conclusions about the design and implementation of the didactic process that will ensure its achievement in a certain period of time.

2. The teacher must master the content of the educational process in accordance with the goals set in the pedagogical system of the curriculum, regularly expand their pedagogical

skills independently in accordance with the requirements of scientific and technological development.

3. The teacher should be familiar with the implementation of the didactic process as a component of the pedagogical system: it is a requirement of acceleration and similarity in nature. Acceleration requires the use of a didactic process that can solve didactic problems more quickly and at a higher level within a given time frame. The determining factor in this demand for education and upbringing is the speed of mastering certain activities of the requirements. The second is based on the organization of the educational process in such a way as to create a mechanism that allows students to gain as much experience as possible and develop their intellectual skills! Factors that determine this demand: students' desire to study, their attitude to academic work.

4. The teacher should be able to use effective forms of teaching to implement the didactic process. The correct choice of organizational forms of teaching means that the elements of the pedagogical system are interconnected on the basis of certain laws. Using these links and finding the most appropriate organizational forms will lead to a loss of formality in education.

5. The teacher should constantly monitor the content of education and the degree to which the student, who is a participant in the pedagogical system, has the most effective methods, using the most appropriate methods. The information obtained in this regard allows the pedagogical system to be purposefully enabled by others or to determine which element of the system needs to be amended.

Thus, we focused on some aspects of pedagogical skills from the practical application of the technological process specific to pedagogy. Given the scientific nature of software, it should be recognized that it is specific to the practical direction, it can be used in solving specific problems.

The creative potential of pedagogy seeks to shape its creative personality, which can be realized through the expression of pedagogical etiquette, empathy, ability, stimulating imagination, asking interesting, problematic questions, and so on. In pedagogical creativity, the concept of novelty is given an important place, and its inherent connection with the concepts of time and activity is manifested in the following two periods: 1) not connected with the past and present; 2) practical application of innovation as a social significance, but has not yet entered the stage of standardization of reality.

First of all, the question arises as to why the interest in pedagogical technology is so growing today. It can be said

that in developing countries, pedagogical technology is usually considered primarily as the main task of policy in the field of education. This approach was also endorsed by UNESCO, and in 1972 the International Commission for the Development of Education was established: This commission considered modern technology to be a driving force in the modernization of education.

Importantly, the government has scientifically substantiated the stages of implementation of the National Program, and in the second stage, "providing the educational process with advanced pedagogical technologies" was identified as one of the important tasks.

III. CONCLUSION/RECOMMENDATIONS

Thus, finding solutions to didactic problems in pedagogical technology is an important step in the implementation of the national program. If a teacher has knowledge-hungry students, content-programs, manuals, textbooks in accordance with the purpose of science, it is possible to consistently and consistently introduce new pedagogical technologies into practice, effectively using organizational forms of cognitive activity to successfully implement the didactic process.

Designed to increase student engagement based on collaboration, students are encouraged to listen, understand, respect, consider the interests of others, learn from them, teach them, be able to influence themselves, feel their "I" and others, feel self-directed, express their thoughts, interactive teaching methods aimed at teaching to express accurately and clearly are developing rapidly and are yielding positive results.

One such interactive method is the "debate" method. "Only conclusions that are the fruit of debate, discussion, and analysis can guide us in the right direction." Interactive methods create a competitive environment between groups, motivate and motivate students, and teach students to collaborate.

A controversial, problematic situation is one in which a person falls into a complex situation or situation that remains, depending on the outcome of the thinking during the period of activity. In this case, he does not know how to interpret the event or process. Controversial, problematic situations strain the mental power of students, who begin to look for ways to clarify the situation, encounter difficulties.

A person begins to think only when he is confronted with a problem. He begins to think and act with the knowledge he has, and to come to conclusions of a level appropriate.

Students should be able to explain how they completed the assignments they completed.

It is important for the teacher to be able to express in his or her own words the misunderstood parts of the problem-solving process. It is not in vain that the German pedagogue Disterveg says, "An incompetent teacher tells the truth, and a good teacher teaches him to find it." In this case, the teacher's task is not only to explain the topic, but also to be able to put the problem correctly, to keep students interested in their subject, to disturb his feelings, and to participate as a partner in problem solving.

If the child's activity is free, if it is not interfered with, then there is a sense of respect for the person.

The teacher's cooperation with the students during the discussion saves the child from muteness, blind obedience. The lesson becomes a single activity of collaboration that pursues a common goal.

Assimilation of new educational material in the framework of pedagogical technology consists of the following levels:

I. Elementary level - the student's ability to perform tasks on the basis of algorithms, examples, instructions given to them what they have heard.

II. Algorithmic level - the ability to apply the content of knowledge and skills, represents the ability to perform tasks independently on a given algorithm.

III. Heuristic level - the ability to create new algorithms based on changes to solve a given learning task, the ability to independently search for new information to solve a learning problem.

IV. The creative level is characterized by the ability to create qualitatively new algorithms that are completely different from the previously studied algorithms.

Getting acquainted with new research in the field of pedagogical technologies, knowledge and application of active teaching methods is a modern requirement for every educator and engineer-educator.

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