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INNOVATION AND PEDAGOGY

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Abstract: This article describes the use of innovative methods in pedagogy.

Key words: Pedagogical innovations, dual training, influencer training.

Pedagogical innovation is a targeted progressive change that introduces stable elements (innovations) into the educational environment that improve the characteristics of individual parts, components and the educational system itself as a whole.

Pedagogical innovations can be carried out both at the expense of the educational system's own resources (intensive development path) and by attracting additional capacities (investments) - new tools, equipment, technologies, capital investments, etc. (extensive path of development).

Pedagogical innovations can be pedagogical ideas, processes, means; methods, forms, technologies, content programs, etc. Pedagogical innovations are classified according to various criteria.

Progressive innovations arise on a scientific basis and help move practice forward. A fundamentally new and important direction has emerged in pedagogical science - the theory of innovations and innovative processes.

Reforms in education are a system of innovations aimed at radically transforming and improving the functioning, development and self-development of educational institutions and their management systems.

The essence of hybrid learning is mixing offline and online formats, synchronous and asynchronous, in each lesson. In the most modern version, students participate in the lesson simultaneously in person and online, and the recording is subsequently used for asynchronous learning. This is a difficult task both from a technical point of view, because a lot of additional equipment is required, and from a teaching point of view.

Dual training. In this format, students learn theory at their desks and practice in a real work environment. And while on-the-job learning has been around for centuries, if not millennia, digitalization has updated the approach. For example, to teach professions that do not require face-to-face presence, remote dual training tools are created, in particular virtual laboratories.

At the same time, methods for collecting and analyzing data are being developed. Thus, students can record their actions using augmented reality devices or save projects in digital portfolios so that not only mentors from the company, but also teachers from the



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university have access to them. By the way, one of the problems of dual training is connected with assessment: if tasks are really related to the work of the company, then access to the results may be limited by trade secrets or internal rules.

Training from an influencer. The use of bloggers' content as educational content (as well as the direct sale of their online courses by bloggers) has long become commonplace. One of the key problems is that blogger content usually does not undergo any peer review. "Educational" and "enlightening" posts can turn out to be either ordinary advertising or simply fake information.

There is also a reverse process: teachers and professors turn into popular bloggers.

On the one hand, schools and universities can use the content of well-known bloggers for educational purposes and collaborate with them (of course, if their content can be trusted: for example, when the authors are popular scientists or recognized practitioners).

On the other hand, educational institutions themselves go on social networks with educational content - for example, a university attracts applicants with the help of science-pop videos with its scientists. True, it can be difficult for universities to adapt scientifically verified but heavy-duty content for social networks.

Pedagogy of autonomy refers to teaching methods aimed at increasing autonomy in students. The main goal is to introduce students to learning strategies and useful tools that will help them effectively educate themselves in the future.

The skills of self-regulated, autonomous learning will be useful not only in the future - in the profession, for example. At school or at a university, the ability to study gives confidence and resistance to stress.

To encourage the development of learning autonomy and give students the right tools, the Innovating Pedagogy Report recommends paying attention to engagement and how relevant learning tasks are to students' interests. It is also important to create opportunities for reflection and provide support.

Literature used: The article uses Internet resources.

