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SCIENTIFIC AND PEDAGOGICAL FOUNDATIONS OF THE FORMATION OF COGNITIVE COMPETENCIES IN STUDENTS ON THE BASIS OF INNOVATIVE TECHNOLOGIES

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Abstract:

This article examines several problems in the formation of cognitive competencies in students, such as studying existing problems in the use of innovative educational technologies and offering solutions to them and analyzing the concepts of implementation of pedagogical innovations and formal and informal forms of teaching of educational technologies

Keywords: Pedagogical process, design, educational need, professional knowledge, psychological and pedagogical direction, professional-creative direction

The priority of pedagogical activity is determined by the need to develop modern pedagogical professionalism, the quality indicators of which form not only the pedagogical process itself, but also the planning, diagnosis, modeling, design skills of its results, development prospects, and provide a high level of Professional Education Improvement. Accordingly, in the modern system of training pedagogical personnel of higher professional education, special emphasis is placed on the formation of professional competence of the future educator on the basis of the integration of psychological and pedagogical and professional-creative directions that develop the skills of designing educational processes.

The high professionalism of pedagogical personnel largely depends on the potential formed in higher educational institutions, the satisfaction of its educational needs and the level of professional training. In this context, the need arose to "radically rethink our entire educational system, expand the possibilities for acquiring professional knowledge, strengthen the orientation towards training specialists capable of working in New conditions, in new modern technologies." Changes and innovations in information technology will help improve the effectiveness of the adaptation of the national education system to world standards.

Educational competence is formed in different ways. This corresponds to reality, therefore, we focus on educational and cognitive competence, educational and cognitive experience as a special layer of holistic experience integrated with subjective and mental experience under certain conditions. In this regard, the ways of studying and forming educational competence of students should be considered through educational activity, this competence should be manifested in its implementation. However, the study of scientific methodological sources revealed the following contradictions:

between the need to move to a competency-based approach and the lack of elaboration of its theoretical foundations in the context of education and knowledge;

between the main place of educational competence in the educational process and the absence of a theoretical basis for its formation in students of Higher Education mousses;

between the need for educational and methodological support for the formation of educational competence of students of Higher Education mousses and the underdevelopment of such support.

The need to solve these conflicts has identified the problem of our research: what are the methods, mechanisms, conditions, tools for the formation of competence of students of Higher Education mousses on education and knowledge? The noted became an objective ground and factor for the implementation of this research aimed at solving the above problems of modern pedagogy.

Modern society is developing very rapidly, as a result of which it becomes necessary to be prepared to innovate at all levels of human innovation ability and human resources relations. The development of modern society is impossible without innovations. The success of an individual, as well as society as a whole, during a period of change depends on their ability to accept and use a wide variety of innovations.

Innovation economics presented to the modern educational system the problem of identifying innovative factors in the formation of innovative ways of thinking, psychological and functional readiness for innovative activities among graduates of educational institutions. This issue is relevant because modern research shows that"... the strategic goal of state policy in the field of education is to increase the availability of

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quality education that meets the requirements of innovative economic development, the modern needs of society and every citizen.

The state's innovation strategy requires the scientific justification of the system of psychological foundations for the innovative activities of students, the creation of a system for the formation and development of the readiness of graduates of modern schools for innovative activities.

Taking into account the issues of pedagogical innovation, scientists come to the conclusion that fundamental education should ensure self-development and innovation education. All this requires a significant restructuring of the educational system and subordination to the logic of innovation development. Currently, innovation activity is one of the main components of educational activities of any educational institution, since it provides the basis for creating the competitiveness of a graduate who can effectively exist in the innovation space. Modern man lives in a changing world and must be able to quickly adapt to it. Someone who quickly learns how to respond to new conditions will be successful.

Modern personnel should be creative and critical thinking, active and purposeful knowledge of the world, understanding the value of education and science, labor and creativity for Man and society; having the foundations of scientific methods of environmental knowledge; ready for cooperation based on creativity and innovation, able to carry out educational and research, project and information and cognitive activities.

The training of young people with the following characteristics is noted as the most important result:

ability to self-study and self-awareness;

the ability to build "own" knowledge necessary to solve developing problems;

ability to start from innovative activities.

Innovative changes in education currently form a new content of education; the development and introduction of new educational technologies; the creation of conditions for the development and self-identification of personality in the educational process; changes in the way of activity and thinking of teachers and students, changes in the relationship between them, the development of creative innovation communities and individuals.

The analysis of the problem of pedagogical innovations in modern research shows that the issue of their implementation and implementation in the modern scientific community remains much more relevant and is widely discussed. Thus, the essence of innovative pedagogical activity, its structure and classification were considered on the basis of several scientific studies.

The current education system requires schoolchildren and graduates to carry out innovational activities, but there are no special methods and methods (special programs) for the formation of readiness for innovational activities, personal readiness of students for innovational activities and innovational behavior. Thus, at the stage of school education, there is a conflict between the absence of a systematic program for the formation of readiness for innovative activities and the need to improve it already at the stage of Higher Education.

In an educational institution, there is an increasing need for a new theoretical understanding of the essence of the innovative activities of students, the development of conditions that ensure the formation of the skills of students to be prepared for the types and forms of innovative activities.

In modern education, there is no clear and generally accepted definition of innovation. In addition, pedagogical innovations are considered more practically, as a result of educational practice. However, despite the lack of a single definition, most educational institutions have set themselves the task of innovating. The subject area of innovation activity in education is design and research activities.

Innovation refers not only to the creation and dissemination of news, but also to the changes associated with these innovations, changes in the way of functioning, the way of thinking. V.N.Zimin defines innovation as innovation with high efficiency. From the point of view of the author, innovative activity is the final result of a person's mental activity, his imagination, creative process, discoveries, inventions and rationalization in the form of new or different objects from the previous ones.

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