



## Analysis of Innovative Technologies of Modern Education: Western Technology as a Model

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**Abstract:** The natural conservatism of pedagogy cannot be an obstacle to the development of science in this field. The education system is a dynamically developing and improving the structure. Experts are working to improve the theoretical approaches to the development of new educational technologies, changes estimated learning system in schools and other educational institutions. Innovative activity involves all of the structure and control of educational processes. However, there are fundamental differences in the understanding of innovative approaches between the scientific community and practical pedagogy. Let us try to examine some definitions of such concepts. Dictionary teacher handbook gives the notion of “innovative pedagogy” is the definition-an innovation in educational processes, bearing focused, able to make a sustainable impact in the educational development of the new elements that can improve how some segments of the educational process and lead to radical change in the entire training process.

## INTRODUCTION

Preparation for the implementation of teaching programs in the educational processes, based on the creative reinterpretation of old concepts, to promote the development of new ideas in the educational system<sup>[1]</sup>.

You can talk about innovative work in teaching as a way to manage the creation and development process of

the educational process in all types and forms of educational institutions. In his works, Yelensky<sup>[2]</sup> brings the theoretical basis for the definition of innovation in the processes of learning and education which does not require special proof of the right to self-development and process improvement. On this basis, the conclusion that innovative pedagogy-the ability to use in practice the new modern methods can significantly improve the process of learning and knowledge transfer students<sup>[3]</sup>.

It becomes obvious that the dictionary definition does not equate with the innovative scientific activity. In determining the latter as an opportunity to introduce advanced techniques in school education<sup>[4]</sup>. Without the development of scientific activity is impossible to introduce into practice new techniques as they require the development and testing, this is the basic contradiction, according to Yelensky<sup>[2]</sup>.

The author proposes to divide the concept of “innovative activity” into several unequal segments, each of which has its own meaning and definition. When connected and that there is “innovative activity”.

- Experimentation teachers with new projects
- Introduction to the schools and universities of the newest methods to accelerate and improve the education process
- Innovation in the work of teachers

Much, of course, it depends on the widespread introduction in the process of studying the latest technological tools such as a modular, multi-profile, educational and other forms<sup>[5]</sup>. Teaching science in the new reality has two differing positions over the concept of “innovation”.

It is believed that innovation takes a secondary position in the training process and must adapt to the procedural documents issued by the Ministry. The current instruction, signed in February 2000, does not provide a clear definition of the concept of “innovative activity”. The document states that the innovative projects is an organized process designed more to disseminate and implement new techniques and developments in the area of improving the performance of teachers and psychologists working with young people<sup>[6]</sup>.

Scientists have long work in this field, offering to extend the scope of the concept of “innovation”. In the publications of leading experts such kind of activities are much wider.

For example, in the works Slobodchikov argues that it is impossible to fully understand what the “innovation” without including the research, design and the educational services.

He argues that the unbreakable chain of transformation of the opening in the invention which in turn becomes a full-fledged project and transformed into a modern manufacturing process designed to ultimately improve education and is an innovation in the field of teacher activities. According to the definition of innovation today, it is not of a holistic systemic nature and is designed to update only certain segments of the overall educational system.

Fyrkun and Nine claimed in his works, that without scientific research and experiments teachers innovation is impossible in principle<sup>[7]</sup>.

In summary, it can be argued that without the scientific research and experimental innovation is simply impossible that brings scientific work in this area in the first place and makes an important part of the overall process of development of pedagogical innovation<sup>[8]</sup>. Therefore, we can say that the purposeful activity of teachers, to bet on research, development and introduction of new techniques, of course should be considered innovative.

#### **Forms of teaching activities define innovation:**

- Pilot
- Project
- Promotional
- Creative

And others that can make a significant change in the work of schools and educational institutions which gives impetus to the development of new techniques and technologies. No doubt innovation is at the forefront of development and improvement of the education system, making the process more thoughtful and successful<sup>[9]</sup>. There is a group of factors that directly affect the development of innovative processes. These include:

- Communication processes, both within and outside the process
- Preparation of the work between the different groups of academic disciplines
- The degree of bureaucratic barriers in the learning management system
- How open management structure for the introduction of new technology in education
- The culture of communication between organizational structures and teaching staff of educational institutions

L.N. Pleshkina in her work she argues that the concept of “innovative development” this is mainly the emergence of qualitative changes in the education sector due to the introduction of new techniques and technologies, rather than simply the desire to experiment with no visible results. In thinking and style of work. The novelty, of course is not a category of time but rather refers to the quality of the changes in the processes of learning and education<sup>[10]</sup>.

Innovations in pedagogy is unconditional renewal and a qualitative change for the better teaching processes, allowing to convey knowledge to students more quickly. Allows you to turn the process of obtaining new skills quickly, efficiently using the time allotted for the learning process. Learning processes are changing rapidly under the influence of time<sup>[11]</sup>. At present, the educational process is directly dependent on the activity of the student seeking to be an integral part of the training program. For

speedy implementation of training needs talent and creativity of the teacher as well as the skill and knowledge of the student, formed in the process of learning.

## METHODOLOGY

World experience allows you to select several innovative teaching models such as: modernization and innovation. It allows you to achieve excellent results in the field of classical education, universally used in schools and universities<sup>[12]</sup>.

**Transformation:** It ensures availability of the research process in educational activity. It helps to implement search and learning process during their studies realized by means of educational games and permanent dialogue between teachers and students. It is a vivid expression of the culture of technocrats. The value of modern culture is an effort to link humanistic principle with technocratic. Creative tendencies of personality with the desire to maximize existing processes of reproduction of wealth<sup>[13]</sup>.

Technological innovations, universally included in the processes of learning, provide an opportunity to change not only the organization but also the content of learning processes. They are accompanied by a multi-level constructions which are designed as efficiently as possible to disclose the potential of students, to promote the speedy assimilation of new material, making the process fun and interesting, helping to unleash the personal qualities of the student.

Modern Primary School provides a vast array of knowledge which are necessary for the perception of a completely new, versatile method where the child harmoniously developed personality, the most effective absorbing new knowledge. It is necessary to use different techniques including game programs that make lessons interesting and colorful. You must strive to improve the voice of the child device, it needs to fully contribute to the disclosure of personal qualities.

Summing up, we can talk about innovative technologies as a way to effective and full development of the individual, not just mindless memorization of the material given by the teacher and not giving develop inquisitive and flexible consciousness of the child. It should be more fully and purposefully to use any technology in the field of education which are designed to develop students.

Innovative processes, it is not just the development and introduction of new teaching methods in the modern but also significant changes in the way of thinking and acting not only teaching staff but also students which is expressed in a bid to maximize the use of the studies for a more complete and volume of learning<sup>[14]</sup>.

**Teaching technologies used in modern conditions:** The teacher is in a constant quest to find the most effective and interesting teaching methods that will help early overeating body of knowledge students. He wants to turn the process into a creative competition among all students, to make the acquisition of knowledge interesting and exciting affair. Increasingly, teachers in their endeavors to move away from the narrow call private methods to modern teaching technologies allowing the fullest disclose potential students<sup>[15]</sup>.

The rapid development of computer technology has brought with him not only many new instruments, there are certain terms that have been used with success in many industries. Jurisprudence is not left behind and the word “technology” conveys the notion of a new modern way of conducting training<sup>[16]</sup>.

As a separate direction it started in the second half of the last century in countries with rapidly growing economies. The advent of modern technologies of training was not accidental but has grown in the fertile soil of the growth of scientific research and practical experiments in this area. No wonder the twenty-first century technology is called as he proved that more than one developing enterprise or process, cannot operate efficiently without the use of new, well-designed and developed technologies.

Development of pedagogy remained aloof from the general trends. It should be noted that for a better new learning process should have some specific characteristics, among which a special place is occupied by:

- Humanity, enabling people to bring the standard of living to a higher level, for this, of course and you need a good education
- Efficient and effective technology will quickly master the array of new knowledge and become better educated and more successful

Strict binding of new technologies to the scientific research, widely offered in the monographs and scientific works of the leading specialists in this field. Processes using new methods of education should be constantly monitored by academic institutions to make corrections in the methodology of training and avoid distortions of the final results<sup>[17]</sup>.

It requires high versatility of introduced technologies. There is no need to invent new methods of training for each discipline or subject. A methodology should be used for educational programs in all educational institutions for the improvement of knowledge in all subjects with equal effectiveness<sup>[18]</sup>.

Technology modern education required to be easily integrated into the sphere of education. Complementing

and perfecting each other, making the overall process more resistant to negative influences and to help students learn new material quickly<sup>[19]</sup>.

Currently, there are many varieties of new technologies, despite the long introduction and the use of many of them. Each of the developer gives his concept of educational technology.

What are the educational technology? According to the broad definition of the concept is the harmonious combination of psychological and teaching developments, allowing to pick up and use a specific set of methods, techniques, methods and forms of education, education resources and tools for the organization and methodology. This definition is in accordance with the work BT Likhachev V.P. Bepal'ko believes that educational technology an efficient and capacious machinery organizing training processes<sup>[20]</sup>.

After reading the works I.P. Volkov, educational technology are interpreted as the mapping process, the most effective in the field of education.

Building on the work V.M. Shepel, it is clear that technological developments in the field of education - a skillful and masterful ability to use a conglomerate of techniques for restructuring and improvement of consciousness of people enrolled<sup>[21]</sup>.

Having familiarized with the works of M. Choshanova, educational technology are seen as part of the process of teaching systems.

Works of M.V. Monakhova is supplied to the idea that educational technology is designed and embedded in the educational process details, designed to improve the teaching career, to give the process of formation of a more efficient and rational form where the same comfortable feeling as the students and teachers.

According to the documents adopted by UNESCO, teaching technology called system of knowledge transfer and experience with the use of modern technology and human resources, knowledge and experience, delivered and integrated into a single product for fast development and improvement of the education system.

In the works of M.V. Klarin it argued that educational technology are merging and efficient use of existing knowledge, personal skills, tools and techniques necessary for the fastest and most effective teaching.

**Today, we can consider three main aspects of educational technology:** Research which is part of research in the field of education which helps to discover, develop and implement a new purpose and content of the teaching methods that can design the latest learning processes.

Procedure which is the process of describing where the aggregate goals, methods and content of the planned funds, contributes to faster and more convenient assimilation of acquired knowledge<sup>[22]</sup>.

The activity, makes it possible to process in the pedagogy with personal and methodological tools for efficient and quality work of the teacher.

### **THE MAIN ADVANTAGES OF TECHNOLOGICAL TEACHING METHODS TO METHODOLOGICAL**

Clear and precise definition of the objectives is the basis of the latest technologies. Established traditional methods consider the goal as something ephemeral, so imprecisely defined, in contrast to the modern technologies where the goal is absolute, the main component. This allows a more accurate way to determine the achievement of objectives<sup>[23]</sup>.

As clearly defined goal as end or intermediate, educational technology allow to provide precise control over each stage of their achievement. Technology at the latitude of combinations of options methods are not forced to wrestle with the teacher in search of the optimal solution for teaching, not forced to experiment in search of the optimal solution to the problem<sup>[24]</sup>.

In the past, the teacher in his work was based on the methodology where the job development with a focus on the teacher and the specific type of its activity. Modern technology helps to organize the learning process that focuses on the opportunities and needs of the student. Each lessons methodology used by different teachers from my own experience and understanding of the process, so, they are unique and do not help to organize a stable learning process<sup>[25]</sup>.

Latest designing learning processes necessarily result in a more stable and successful learning, regardless of the number of pupils.

Educational technology based on personal orientation in pedagogical process. This includes work on the pedagogy of cooperation. Works Sh. A. Amonashvili on humane-personal formation technology as well as designed and described by E.N. Ilyin teacher system works on literature, promoting the formation of the student's personality.

Educational technology based on active and interfere the work of students. It is appropriate to mention the game technology, working with troubled students. Good fit into the EI system work by E.I. Passov on communicative learning technology with the development of foreign-language cultures. Well acquainted with the work G.A. Kitaygorodskaya to work in a school with intensive training. No less interesting in the field of learning technologies, not based reference signals written by V.F. Shatalova.

Educational technology which has taken as a basis for management effectiveness and organization of learning processes.

S.N. Lesenkova released work on promising technology-advanced study with the help of the commented management. Separate training. The separation process of study, taking into account student's performance. Studies carried out and described by V.V. Firsova, another interesting and promising work to which you should pay attention<sup>[26]</sup>. The technology allows you to use a culture of education at separate teaching children whose interests written by I.N. Zakatova.

This may also include studies for the program and individual learning. Many interesting things can be learned from the works of Dyachenko<sup>[11]</sup> on group and collective learning. Modern educational processes cannot do without computer technology training:

- Technology teachers, based on the didactic improvement and reconstruction materials
- Developing technology studies. There should be familiar with the work of teachers in this area such as L.V. Zankova, D.B. Elkonin, V.V. Davydov, G.K. Selevko
- Pedagogical technology, taking into account the orientation of the individual items

Summing up, we can say that the educational technology is an array of personal, methodological and various tools designed, united to help effectively and quickly implement the goals of the teacher. Today is so extensive list of proposals on modern technologies that require a lot of time for its study and understanding. At the same time the teacher who seeks to effectively perform their duties, must be in a constant search for the realization of its features. Attention should be paid to emerging new developments in the sphere of professional activity, to help the teacher to bring students a maximum of skills knowledge<sup>[27]</sup>.

**Developing training Russian language in primary schools:** In the vast number of new teaching methods, infesting secondary schools, waving training it is one of the most important and significant places in the educational process. However, work on the improvement and implementation could not be completed because the constantly evolving, especially for senior and middle-repayable student groups. Keep in mind that even the concept of "developmental education" is not clearly perceived by experts, that does not articulate and develop this area.

Traditional training system, developed over many decades of work of teachers, based on the class-lesson principle. Developed at the time by Komensky<sup>[16]</sup> they are to this day it remains popular in many schools.

The main thesis can be called as soon as the desire to educate all students to the maximum number of items you can. The main idea of the method is the assertion that the

knowledge gained at school, designed to develop the personality of the student because learning cannot develop.

The classic style of educational work includes the strict confines of the relationship between students and teachers. The process of education is moving on well-paved and well-established track which inevitably leads to conservatism and reduce the quality of education. Traditional teaching is based on the principle of informing the teaching because the teacher tells the student to a specific body of knowledge. Standards developed in such a way that the whole learning process is carried out with a focus on the ability of the average student without regard to his personal abilities. The program is not intended to take into account the quality of the individual student and is aimed at the subordination of the canons strictly specified. This training is conducted on the authoritarian principle, since, the pupil is the object of study and must fully comply with the requirements of the teacher<sup>[28]</sup>.

**Such a system is set up to address two main objectives:**

Give the student a sufficient amount of certain knowledge, taking into account the curriculum. The maximum ensure student readiness for entry into the adult independent life, giving him the necessary amount of skills and knowledge<sup>[29]</sup>.

Based of the above, it can be argued that the development of the child for a long time relegated to a secondary place. This attitude is often discussed both foreign and domestic teachers. Exiting the deadlock began to take shape only with the introduction and development of developmental education, massively used in all levels of education in a large number of educational institutions.

Today, the main focus of the education system is made on developing training that will stimulate fundamental changes in teaching methods and as a consequence an increase in the level of knowledge. The Company carefully watches over the implementation of new programs and convinced of its effectiveness. Success apparently forced to join the modern teaching methods all new schools<sup>[29]</sup>.

Works of L.S. Vygotsky psychologist and humanist, who worked at the beginning of the thirties on the development of new teaching methods, argue that the training aimed to limit the development of children, the most appropriate and effective. He argued that teaching, originating as a basis outdated methods and aimed at the development of the principles of yesterday, cannot ensure the harmonious growth and development of the child. Good can be considered only those methods of study which are aimed at the future, not seeking in yesterday<sup>[30]</sup>.

**Developing training system has developed steadily and there are several key steps along the way:** The time from the end of the fifties to the seventies beginning was dedicated to designing and building different from previous concepts of working with groups of primary school in all educational institutions.

The seventies were marked by the work on the development of the project, based on the resulting concept. The Ministry of Education has paid great attention to all-round development of primary education<sup>[31]</sup>.

In the eighties began the widespread introduction of a new system of education in schools at all levels. By the end of the eighties began to emerge of the school where the basic concept of learning are developing training. The work of such schools was based on a definite plan:

- By appointment, they are designed to promote self-realization and self-affirmation of young people as individuals. To help the formation of new relationships between individuals and social relations
- According to the type can be called personal and social development-oriented people
- According to the principles of emphasis on the development of scientific and objective
- The nature are productive and creative
- On target aimed at the harmonious development of personality. The desire to avoid the appearance of civilizative impasses
- On the content of the grafting of value in understanding the motivations of human relations, integration into adult society
- In the educational process is different rapid introduction and development of the individual and diverse forms of development
- According to the technology is a new, rapidly developing area, designed to maximize ease of teachers work and more comfortable and interesting for the students to do training
- According to the new management system provides support for pupils personal initiative
- The style is based on democracy and the constant promotion of students seeking to improve and maximize the amount of knowledge
- According to the organization based on the knowledge of the rapidly developing society and his quest for perfection in the way forward
- Students are the source of their own development and the object of activity of the teacher
- The teacher in the first place to each child, focused to help him in gaining knowledge and harmonious development
- As an internal control, holistic

- According to the effects of instilling a love for studies, the desire to get the maximum amount of knowledge to be able to unite to achieve common goals, to come to the aid of the weak, be proactive in order to achieve some success
- According to the results leads to the harmonious development of personality, self-confident, able to learn quickly and take universal values

Developing training did not arise spontaneously, to the creation of methods people have sought always, the experience of past generations. Since the inception of the education system the best representatives of the human race tried to make the education system better and more efficiently.

**Concept of developmental education:** In recent years, domestic educators and psychologists are actively working to improve the techniques aimed at the development of new teaching methods. Developing training has attracted particular attention. Many practitioners and theoreticians are constantly coming out with new works, monographs and special programs which try to pass on their ideas and the experience to young teachers<sup>[32]</sup>.

L.S. Vygotsky was first scientist who talked about the new teaching principles, able to convey their ideas common idea will be developed and the conceptual validity of the sixties thanks to the work Elkonin, Davydov and Zankov. Taking them as a basis, some schools conducted pilot studies in the future formed the basis of a new concept of learning.

Today there is a community of teachers with advanced degrees which is very vaguely represent the essence of the method of developing education, because each of them deals with this process in its own way. Let us try to understand more deeply into this problem.

**Davydov and Elkon, the concept of developmental education:** Working with students of junior classes, psychologists have tried to consider the main criteria for training. They sought to prove that the most important in the learning process does not receive specific knowledge and student desire to change themselves as the subject of the formation of a human being in the highest sense of the process.

At work Elkonin, Davydov, Repkin see that they lead rationale of the formation where each age prescribed by their degree of development and formation of personality. Individual skills and education of mental foundations lead to the development of a young man in a full-fledged member of society<sup>[33]</sup>.

Taking the basis of their observations, the researchers came to the conclusion that in the early grades will be the basis of the desire to obtain as much basic knowledge.

There are new opportunities in the form of work with theoretical knowledge thinking. Develop certain abilities, such as the propensity to the analysis, planning and mental. Any other problems in this age of the teachers solved only with the help of the educational process and only it allows us to develop and build the child's inclinations and abilities.

Traditional teaching takes as its basis the empirical perception of the world where everything is based on empirical knowledge and communication. The child perceives the world through the adoption of external associations and analogies, classifying the world.

Davydov<sup>[6]</sup> asserts in his writings that a more complete perception of the world around the child must learn to isolate certain fragments and by interpreting them in his own mind to get the new structure. This way helps to remove from the already well-known and well-established entity, new. More modern designs. This can be called an ascent from the abstract to the concrete.

Substantially genetic perception, according to Davydov<sup>[6]</sup> is being deployed in space and time system of theoretical concepts where a child with the help of specially created training programs gets an idea of the origin and development of the subject material.

Developing training built on other principles where the main didactic base is the pupil who seeks to get the maximum amount of knowledge. The student not only produces certain actions, studies, decides summarizes, compares, classifies and so on, it converts the received knowledge, making them more convenient for perception and learning in nature.

Much depends on how the learning process is organized how well-established cooperation between the student, the teacher and the class team. Due to the multifaceted cooperation and interaction between the child learns the culture of communication. Multi-level learning process and makes it easier to understand the perceived culture of communication layers.

By Vygotsky<sup>[31]</sup> was precisely formulated a new concept. Modern type of generalization requires the same type of communication. At preschool age child is communicated by means of games involved in the infantile form of communication. Crossing the threshold of the school, he began to comprehend the new form of cooperation, called training. In academic cooperation focuses on people adopted ways of thinking as well as a variety of actions which are behind the unique, individual characteristics of the human person. The main focus of educational cooperation is the end result which is a major achievement of the new horizons of activity, used by the student.

Unable to organize special cooperation, the teacher will not be able to achieve developmental education. It is the cornerstone for the development of a method of educating the younger man in an effort to recognize

themselves and understand the world around us. In the works of Petrovsky<sup>[22]</sup> considered and identified three main types of training cooperation:

- Cooperation with teachers and adults
- Cooperation with other students
- Always have a meeting with my other "I" is constantly changing in the learning process

Realizing their modest possibilities and hitting a new community for themselves, a child must learn to be an agreement on cooperation which each have their own rights and responsibilities and to strictly follow the established rules. Such an agreement has always acts between pupils and teachers where each party should comply strictly with its obligations. To create a more comfortable environment in this new environment, a person can take advantage of several action options:

- Create your own way of communicating
- Read about the way of communication
- Get a new way of communication from another person and use them

The ability to use the first and second way to create your own reality communication speaks about the child's exclusivity, its ability to adapt to challenges and emerged a sharp change in the situation but the bulk of junior high school students are the third way which allows them to draw on the experience of others.

**Developing training for L.V. Zankov:** In the early sixties of the last century, beginning to develop new methods of teaching, L.V. Zankov criticized traditional forms of learning. He argued that the existing forms of training do not allow the student to develop harmoniously, making it hostage to the system. According to him this is a consequence of a primitive delivery of training material based on dense elaboration of theoretical bases of received knowledge.

The techniques are designed to improve student's memory without seeking to improve their mental capacity and flexibility of perception of new knowledge and concepts. Ability to work independently with materials, analyzing and comparing the resulting material for efficient and skilful use. By developing a new technique, he relied on the statement of Vygotsky who said that the main task failure to obtain the knowledge and skills to develop the latent abilities in man.

A child is not considered as a target for the development of individual skills and abilities as well as a harmonious and complex individual with the full development of all their abilities. The system is designed to develop a child's confidence in their skills and ability to use the obtained knowledge for their further

improvement. However, it should be noted that not all children are the same and the system must take into account the individual characteristics of each, helping him adjust to a general educational principle. The system should take children as they are with all advantages and disadvantages.

### CONCLUSION

The primary task, he sees an opportunity to form a stable mental development with stable and strong will, dedication and sense of duty. The teacher must see in the pupil not only capable or not capable of an individual but a man with his manifold qualities and aspirations. It should be remembered that the child goes to school, not only to gain knowledge, you must give him a happy and fulfilling childhood where he feels wanted and loved, not only by their parents but also the surrounding friends and teachers.

**Features of the lesson of the Russian language in system of developing training Zankov:** The process of learning is carried out according to the approved plan using didactic material, followed by homework. It provides a more complex system of training, when the child is forced to use a variety of additional literature for solidify your knowledge. The aim of the lesson is not just the acquisition of knowledge and the development of children additional qualities of willpower moral and intellectual sense.

In conclusion, it is important to note that today's teachers have all the features and technology to reports students a vast array of modern knowledge. It is necessary to be able to use these methods. Loving profession and constantly improve their own education. Psychology is a science, a dynamic together with society, annually there is a set of new methods of knowledge transfer. Modern teacher must constantly improve and is on the cutting edge of progress.

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