

Conclusion

The main participants in the learning process are faced with new tasks both in teaching the discipline and in mastering it, an effective solution to these tasks is possible with constant feedback for the teacher to understand their students' capabilities and expectations at certain stages of learning.

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APPLICATION OF INNOVATIVE TEACHING TECHNOLOGIES

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Analyzing the experience of introducing innovative teaching technologies in universities, the following main directions of their application:

-preparation of educational materials, first of all electronic textbooks, for independent work of students and classroom activities;

- use of computer technology as a means of teaching and control in the educational process of the university;

-development databases on academic disciplines, etc.

Students are offered training materials, made in the form of electronic textbooks, many of which textbooks duplicate educational information from paper carriers, without using the extensive computer capabilities.

The electronic textbook is a comprehensive educational software system providing continuity and completeness of the didactic cycle: the provision of theoretical material, the organization of training and information retrieval activities, the control of the level of knowledge, the implementation of interactive feedback.

Two technologies for the development of an electronic textbook have become widespread: a technology based on the concept of typical screens: a screen saver, registration, an information screen, a screen of questions, an exercise screen [1]; technology, based on the use of the method of theoretical images, as a visual-figurative representation of the semantics of verbalized forms of scientific knowledge: concepts, laws, theories. The first technology does not provide a holistic perception of educational information by students because of its fragmentary presentation. This shortcoming is overcome by applying the method of theoretical images, which allows to develop and generalize the necessary information as the student requests.

Along with electronic textbooks that reproduce a full didactic cycle, software systems are applied that cover individual fragments of the didactic cycle: informational, encyclopedic and examining electronic books.

Encyclopedic e-books contain a large amount of information on a certain topic, presented in the form of articles arranged on a thematic principle.

Information e-books contain not so extensive information, but it is more focused, they are usually used in the real learning process as an additional reference tool.

Examination e-books contain a block of questions-tasks, a testing module and an expert system for analyzing and evaluating answers.

The improvement of electronic textbooks should be based on the use of modern technologies such as multimedia: a multivariate environment, "virtual reality", etc., which can be successfully applied not only in the implementation of the self-study Students, but also in the audience.

Multimedia - a technology that provides work with video, animation, text and sound. Information obtained with digital cameras, scanners, camcorders and other external sources, after appropriate processing and, possibly, with the addition of text, animation and special effects, is recorded in a multimedia file.

The use of multimedia in the learning process ensures the effective flow of perceptive-mnemonic processes due to the optimal interaction of visual and audio effects.

In combination with hypertext, it forms hypermedia: super complex, based on the method of discrete representation of information on nodes, linked by reference.

Despite the complexity of developing and implementing in the educational process - the high cost of hardware and software, the new computer technology, the "virtual reality", is creating an illusion of direct presence in the stereoscopically presented "screen world".

Its introduction into the educational process allows modeling various types of activities of the future specialist, especially if it is necessary to work out a system of actions in emergency production situations.

The physics "virtual laboratory works" are successfully applied in physics, which in combination with bench works have a great cognitive value and allow students to perform all necessary measurements, record

data from devices, perform mathematical processing of results, build graphs, diagrams, perform self-tests, respond to control tests, etc.

New technologies are being introduced everywhere that allow students to organize science research activity on the basis of computer modeling. This technology may include information necessary for research; animated and video clips; audio accompaniment; spreadsheets; systems for managing the work of real stands, machines, aggregates with the help of special sensors, coupled with a computer, which processes the obtained data and presents them in the form of tables, diagrams, graphs.

All this is of great importance for the future specialist, who must be in demand and competitively in the modern labor market.

The positive effect of new innovative technologies in the educational process is difficult to overestimate. Of course, they should not be considered as an alternative to the traditional system of education, since even the most perfect computer can not replace a living human communication between the teacher and the student. Of course, you must avoid «gaming» training.

The introduction of new technologies into the educational process must be scientifically justified, computer training programs and electronic textbooks must be examined: on the basis of experts' assessment of compliance with a number of criteria, a certificate is issued that proves their quality and is then recommended for implementation.

All this implies technical equipping of universities with modern multimedia teaching aids, broad access to the Internet.

There was a need for innovative interactive and multimedia electronic textbooks of a new generation and format, which is a complex, responsible process that requires the professional competence of the creator and authors.

In this regard, we believe that it is expedient for this to form creative teams of specialists of different profiles: a subject teacher who develops the general structure and content of the course, a leading educator is a specialist in the field of didactics, a psychologist is a specialist in the psychology of cognitive processes and age psychology, a programmer, area of ergonomics and design.

Only such an integrated approach will make it possible to achieve really effective results in teaching students, on the other hand, it will contribute to the development of new technologies in universities.

New innovative technologies allow students to use educational and methodical literature and materials effectively; to develop problem-search thinking; form a professional judgment; to intensify research work; To expand the possibilities for self-control of the acquired knowledge, and for teachers to update the educational and methodical literature promptly; introduce modern teaching technologies; expand the ability to control students' knowledge.

Research has shown that new innovative technologies provide for good assimilation of accurate and applied knowledge, while it is important that the subject develop communicative and personal qualities of students, contribute to the formation of their scientific and general cultural outlook.

Application innovative teaching technologies in the make it possible to improve the quality of existing teaching technologies and ensure the improvement of the quality of education and training of specialists, and therefore, the competitiveness of the entire university as a whole in the market of educational services.

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