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INNOVATIVE PEDAGOGICAL TECHNOLOGIES - TEACHING METHODS AND THEIR USE IN THE PRIMARY GRADES OF THE NEW UKRAINIAN SCHOOL

The modern world is a continuous flow of information. And, often, it is very difficult to distinguish the rational grain in it. It's no secret that students' visual attention is one of the most practical, because listening rarely reaches 50 per cent of the information. Students do not hear themselves, do not hear the interlocutor, do not perceive information by ear. This limits the ability to perceive and process information and the ability to navigate the information space. It is the role of the teacher to use and create learning materials that will ensure the comprehensive development of students and their critical thinking. Innovative pedagogical technologies are one of the best ways to present knowledge and organise information using images. The technology of developing critical thinking is becoming increasingly popular in modern education. And this is where innovative technologies have found their full application. Thanks to them, the hidden process of thinking becomes visible, acquires a visual embodiment, because the use of innovative technologies promotes the development of critical thinking and allows you to deploy thought processes on the plane. But before choosing a particular teaching method for the lesson, the teacher must answer the following questions: how he or she feels about the content, what are the central facts, ideas, arguments, processes that students need to understand; what scheme will best organise the material and fill it with meaning; what type of innovative technology will help students analyse and comprehend the content; what questions need to be asked, how to organise the actualisation of subjective experience on the topic to activate students' thinking. That is, the teacher needs to be aware of why he or she chooses a particular method of work and what goal he or she can achieve with it. If you follow all the tips, carefully select the educational material and take a responsible attitude to the choice and method of innovative pedagogical technologies, this will definitely allow students to memorise the necessary amount of information (most importantly on the topic) and help them retrieve it from memory much faster and reproduce it at the right time.

Keywords: innovative technologies, NUSH, primary classes, modern education, teaching methods.

1. STATEMENT OF THE PROBLEM

In the National Doctrine of Education Development of Ukraine in the XXI century, the priority direction in the development of education is the training of educated people, qualified specialists capable of creative work, professional development, development and implementation of modern technologies [1].

Rapid changes in human life in the twenty-first century have laid the foundations for a fundamentally new formation of social relations - the information society. High technologies, the Internet, globalisation and many other previously unknown phenomena and processes of the surrounding reality pose new challenges to the education system, which is the sector that should respond to such challenges most and fastest. This is not the first time that the modern Ukrainian education system has been on the path of fundamental reform and optimisation. The concept of the New Ukrainian School and the new Law on Education set out the key principles of the global reform of the education sector, which started this year with the primary level.

The desire to continuously optimise the educational process has led to the emergence of new and improvement of the best pedagogical technologies that have been used so far. Their further development is linked to the focus on the implementation of modern concepts of education and upbringing.

Again, as in previous educational reforms, changes in the entire system begin at the primary level, and "novice" teachers are the first to be affected by new requirements, challenges and changes. What awaits primary school teachers in the context of opportunities to apply advanced pedagogical ideas, innovative technologies and teaching methods in primary education? Before answering this question, let's outline the key aspects of novice teachers' activities in the light of the requirements and recommendations of the New Ukrainian School.

2. AN ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS

The term "technology" appeared at the turn of the 40s and 50s of the twentieth century. Its use is associated, firstly, with the rapid development

of scientific and technological progress, which has led not only to the technologisation of the production sector, but also the humanitarian sphere, and secondly, with the unsatisfactory state of traditional forms and methods of teaching. As early as the early 20s of the last century, the term "pedagogical technology" appeared in the works of famous teachers (I.P. Pavlov, A.A. Ukhtomsky, S.T. Shatsky, V.M. Bekhterev, etc.). Almost 100 years have passed since then, and there are still no unified, comprehensive definitions of the concepts of educational, pedagogical, and learning technologies in the modern pedagogical literature. Researchers count about 300 interpretations of these terms, which differ not only in form but also in the content they contain. Some scholars understand the term "technology" to mean the management of pedagogical processes, others - ways of organising students' activities, various methods and techniques for achieving a teacher's educational goal, etc. In the UNESCO Glossary of Terms, the concept of "educational technology" is interpreted as the design and evaluation of educational processes by taking into account human, time and other resources to achieve educational effectiveness.

The main features of technology include:

- standardisation (a single typical form of organising, conducting, implementing something);

- unification of the process (reduction of something to a single form, system, uniform standards);

- the possibility of its effective reproduction in accordance with the specified conditions [2, p.2-3].

The purpose of the article – theoretical substantiation of the essence of innovative educational methods of teaching, their implementation in the educational process.

The methodology of writing the article is relevant from both practical and theoretical points of view.

3. PRESENTATION OF THE MAIN MATERIAL

But the modern primary school is not perfect. "One of the most serious flaws in our school is that it is mainly the teacher who works to teach children" [5, p. 301]. This idea of Vasyl Sukhomlynsky can be applied to the characteristics of the educational process at the present stage. The work of a student who sits silently at a desk, listens to the teacher and tries to memorise what he or she is told cannot ensure either the full formation of a personality or the highest happiness of a person from success in work.

At the current stage of education development, children really learn because they can fully realise themselves. They are not afraid to express their opinions, criticism, and are not afraid to be heard. In such lessons, the teacher must become an invisible conductor who can hear, notice, support and interest each student in time. When children work together, they develop the skills necessary for independent living:

- conflict resolution;
- actively listen;
- criticise the opinion, not the person who expressed it;
- analysing;
- making decisions.

School should not be a preparation for life, school should be life. This can be achieved by creating an innovative learning environment, integrated learning, using pair, group, and collective forms of activity.

Therefore, the educational process should effectively use such creative, innovative technologies and methods that teach to make independent choices, connect what is learnt with practical life, taking into account the individuality of the student, as

- developmental learning;
- interactive technologies;
- project-based learning;
- human-personal technology;
- Inventive Problem Solving Theory (IPTS).

The development of elements of innovative learning can be found in the works of V. O. Sukhomlynskyi, teachers-innovators of the 70s and 80s (Sh. Amonashvili, V. Shatalov, E. Ilyin, S. Lysenkova, etc.).

The essence of this training is that teacher-student interaction is understood as direct interpersonal communication, the most important feature of which is the ability of a person to "take on the role of another", to imagine how he or she is perceived by a partner in communication or a group, and to interpret the situation accordingly and construct his or her own actions.

The use of these technologies in education allows students to

- Analyse educational information in depth and be creative in their approach to learning;

- learn to listen to another person, respect alternative opinions;

- model and solve cognitive, life and social situations, thus enriching their own cognitive and social experience;

- learn to build constructive relationships in a group, determine their place in it, avoid conflicts, resolve them, seek compromises, strive for dialogue, find a common solution to the problem;

- develop skills of project activity, independent work, creative work, etc. [5, c. 157].

In a modern school, the entire educational process is aimed at shaping the spiritual world of the individual, unlocking the potential and abilities of students, and promoting universal values. At the centre of this process is the individual student. The task of the school is to find effective forms and methods of work that will teach students to master knowledge independently, to learn about themselves and others.

Innovative learning technologies contribute to the effective development of a system of universal human values and generally accepted norms of behaviour in each person; the development of the ability to value freedom and the ability to use it; awareness of personal responsibility and the ability to unite with other members of society to solve a common problem; the development of the ability to recognise and respect the values of another person; the formation of skills of communication and cooperation with other members of the group (society), mutual understanding and mutual respect for each individual; fostering tolerance, compassion, benevolence and care, a sense of solidarity and equality; developing the ability to make free and independent choices based on one's own judgements and analysis of reality, understanding of and respect for the norms and rules of behaviour in society, knowledge of laws and fundamental human rights; personal responsibility and civic duty.

To solve this difficult task, it is necessary to introduce new educational technologies aimed at the comprehensive development of the child. One of these educational technologies is interactive learning. Its advantage is that students master all levels of cognition (knowledge, understanding, application, evaluation), and the number of students who consciously learn the material in classes increases.

Pupils take an active position, and their interest in learning increases. The personal role of the teacher is significantly enhanced - he or she acts as a leader, organiser, mentor, moderator, coach, tutor and facilitator in the child's individual educational trajectory.

The conclusion of researchers O. Pometun and L. Pirozhenko that interactive learning is a set of technologies is important. The authors divide interactive technologies into four groups:

- pair learning (one-on-one work of a student with a teacher or a peer)
- frontal learning;
- game-based learning;
- discussions [3, p. 54].

Cooperative learning activities are a form (model) of organising learning in small groups of students united by a common learning goal. In such an organisation of learning, the teacher manages the work of each student indirectly, through tasks that direct the group's activities, i.e., implements an activity-based and competence-based approach. Cooperative learning opens up opportunities for students to cooperate with their peers, allows them to realise the natural desire of each person to communicate, and helps students achieve higher results in the acquisition of knowledge and the development of skills. This model can be easily and effectively combined with traditional forms and methods of teaching and can be used at different stages of learning.

Group (cooperative) learning includes: work in pairs, rotating threes, "Two - four - all together", "Carousel", work in small groups, "Aquarium".

When working in pairs, you can do the following exercises: discuss a task, a short text; conduct an interview, determine the partner's attitude (opinion) to a particular issue, statement, etc.; make a critical analysis of each other's work; form a summary of the topic being studied, etc.

Collective-group interactive learning includes those that involve the simultaneous joint work of the whole class. This is a discussion of a problem in a general circle (it is used with other technologies): "Microphone" (everyone is given the opportunity to say something quickly, in turn, to express their opinion or position), unfinished sentences (combined with the "Microphone" exercise), "Brainstorming" (a well-known interactive technology for collective discussion, widely used to make several decisions to make

several decisions on a particular problem), "Teaching - Learning", "Decision Tree", etc.

The technology of situational modelling, i.e. the technology of learning in the game, includes imitation, role-playing, dramatisation.

Participants in the game-based learning process are in different conditions than in traditional learning. Students are given maximum freedom of intellectual activity, limited only by specific rules of the game. Students choose their own role in the game; making assumptions about the likely development of events, they create a problem situation, look for ways to solve it, taking responsibility for the chosen solution.

In the game model, the teacher is an instructor (acquaintance with the rules of the game, consultations during the game), a judge - referee (correction and advice on the distribution of roles), a coach (tips for students to speed up the game), a chairman, a presenter (organiser of the discussion). As a rule, the game-based learning model has four stages:

- orientation (introduction of the topic, familiarisation with the rules of the game, general overview of its course);
- preparation for the game (familiarisation with the scenario, determination of game tasks, roles, approximate ways of solving the problem);
- the main part - conducting the game;
- discussion of the results.

Discussion-based learning technologies are an important tool for students' cognitive activity in the process of competence-based learning, as a discussion is a broad public discussion of a controversial issue. The experience of using discussions in teaching makes it possible to formulate some key organisational and pedagogical issues that are common to any type of discussion:

- a discussion should begin with a specific discussion question (i.e. one that has no clear answer and provides for various options, including opposing ones);
- questions such as: who is right and who is wrong in a particular issue should not be raised;
- the focus should be on the possible outcome of the discussion (What would be possible under a given set of circumstances? What could have happened if...? Were there other possibilities, ways, actions?)
- the teacher should correct mistakes and inaccuracies made by students and encourage them to do the same;

- all students' statements should be accompanied by arguments, justification, for which the teacher asks questions such as: "What facts support your opinion?", "How did you reason to come to this conclusion?";
- the discussion can be resolved both by making an agreed decision and by maintaining existing disagreements between its participants [4, p. 134].

- It promotes the development of critical thinking as one of the NUS competences, allows you to determine your own position, develops the skills to defend your personal opinion, and deepens your knowledge of the issue. Such technologies are quite interesting for a modern school. They include: "The PRESS Method, Choose a Position, Change a Position, Continuous Opinion Scale, Discussion, TV Talk Show Style Discussion, and Debate. For example, the PRESS Method can be applied to any problem, provided that the four stages are followed:

- express your opinion, explain what your point of view is

(starting with: I believe that....);

- explain the reason for this opinion, i.e. what the evidence is based on (starting with: Because ....);

- give examples, additional arguments to support your position and facts to demonstrate your evidence (...for example...)

- summarise your opinion (conclude with the words: So, therefore...).

Once students have mastered the steps of the PRESS method, it can be used in all primary school lessons as it teaches students to express their opinions logically.

4. CONCLUSIONS

The use of innovative technologies is not an end in itself. It is only a means of achieving a classroom environment that is most conducive to collaboration, understanding and goodwill, and that allows for a truly person-centred, competency-based and activity-based approach to learning.

If the use of innovative technologies in a particular classroom is not working, the strategy should be re-evaluated and the use of technology should be carefully considered.

Therefore, a modern teacher in the educational process should try to improve his or her work, use new forms, methods, tools, and

techniques in the classroom. Folk wisdom illustrates the idea: "Do not teach children the way we were taught. They were born in a different time." Therefore, a master teacher should consider each student as a separate person with his or her own views, beliefs, and feelings. It is innovative technologies, including interactive ones, that are supposed to address this issue. Of course, the implementation of these technologies is not an easy task even for an experienced teacher and requires thorough preparation (selection of materials, drawing up a plan, careful study of individual characteristics of classroom students, etc.) However, a teacher who wants to reveal all the abilities and talents of his/her students, teach them to learn, find the truth, will definitely look for ways to improve his/her methodology [4, p. 134].

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Анотація
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ІННОВАЦІЙНІ ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ - МЕТОДИ НАВЧАННЯ ТА ЇХ ВИКОРИСТАННЯ В ПОЧАТКОВИХ КЛАСАХ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

Сучасний світ – це постійний потік інформації. І здебільшого в ньому важко розрізнити раціональні частинки. Відомо, що зорова увага школяра є однією з найбільш практичних, оскільки слухове сприйняття рідко досягає 50% інформації. Учні не чують власного голосу, не чують голосу співрозмовників, не сприймають інформацію на слух. Це обмежує можливості сприйняття й обробки інформації, здатність орієнтуватися в інформаційному просторі. Роль вчителя полягає у використанні та створенні таких навчальних матеріалів для забезпечення загального розвитку учнів та розвитку критичного мислення. Одним із найкращих способів використання зображень для представлення знань і організації інформації є інноваційні освітні технології. У сучасній освіті технології для розвитку критичного мислення стають все більш популярними. І саме тут інноваційні технології використовуються якнайкраще. Завдяки їм використання інноваційних технологій сприяє розвитку критичного мислення та дає можливість використовувати розумові процеси на рівні, роблячи приховані процеси мислення видимими та візуально втіленими. Перши ніж вибрати метод навчання, вчителі повинні ознайомитися зі змістом, ключовими поняттями та процесами, найкращими методами організації важливої інформації, інноваційними технологіями, техніками розв'язання проблем і способами залучення реального досвіду учнів у навчання. Вчителям потрібно буде відповісти на запитання, які включають ваші особисті переконання щодо таких тем, як найкращі практики процес навчання. Уроки, що активізують мислення учнів. Тому вчителю необхідно усвідомлювати обґрунтованість вибору того чи іншого стилю роботи та цілі, які можна досягти за допомогою цього стилю. Якщо ви будете дотримуватися всіх порад, ретельно підбирати матеріали та відповідально ставитися до вибору та методів інноваційних методик навчання, ви будете впевнені, що ваші учні зможуть запам'ятати необхідний обсяг інформації (найголовніше у будь-якому предметі) і це допоможе набагато швидше отримувати з пам'яті та відтворювати в потрібний момент.

Ключові слова*: інноваційні технології, НУШ, початкові класи, сучасна освіта, методи навчання.*

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