pardigm of information and telecommunication technologies. The development of information and communication technologies demands the introduction of new pedagogical technologies in the educational process.

Keywords: development of information and communication technologies, a three-level education system, pedagogical technologies in teaching.

Modern education is based on the application of the principle of variability, which makes it possible for teaching staff of educational institutions to choose and design the teaching process according to any model, including copyright ones. Education progress is also going in this direction: the development of various options for its content, the use of the capabilities of modern didactics in increasing the effectiveness of educational structures; scientific development and practical justification of new ideas and technologies. At the same time, it is important to organize a kind of dialogue between various pedagogical systems and teaching technologies, testing in practice of new
forms - additional and alternative to the state education system, the use in modern conditions of integral pedagogical systems of the past.

Today it is impossible to achieve the goal, to solve the problems of teaching a foreign language without creating the conditions for independent assimilation, acquisition and understanding of knowledge. The task of a modern teacher is not to present ready-made knowledge, but to create motivation and form a set of skills to teach oneself. The purpose of a foreign language as a subject area of learning is to build communicative competence, that is, the ability and willingness to carry out direct foreign language communication.

The learning process is carried out in conditions of constant active interaction of all participants in the educational process, which are equal subjects of learning. The dominance of any participant in the process is excluded. This teaches a humane, democratic approach to learning, promotes the widespread use of modern innovative pedagogical technologies.

Pedagogical technology is a well-thought-out model of joint pedagogical activity in designing, organizing and conducting the educational process with the unconditional provision of comfortable conditions for students and teachers. [2, 77].

Technological effectiveness is becoming the dominant characteristic of the teacher’s activity today, which means a transition to a qualitatively new level of efficiency, optimality, and high technology. “Technological effectiveness is not a tribute to fashion, but the style of modern scientific and practical thinking” [2, p.25].

What is the difference between the methodology and technology? If the technique in most cases is a set of recommendations on the organization and conduct of the educational process, then pedagogical technology is distinguished by two fundamental points: 1. Technology is the guarantee of the final result. 2. Technology is a project of the future educational process.

Thus, technology is a hierarchical and orderly system of technological procedures for the design of the educational process, the rigorous implementation of which ensures achievement the planned result [2, p.29]. Any pedagogical technology satisfies such methodological requirements as:
– conceptuality, ie scientific grounds;
– systematic, ie sequence;
– manageability, feedback;
– reproducibility, availability of inventory;
– efficiency, achievement of planned results.

Pedagogical technology should have a scientific base, rely on a specific scientific concept, scientifically substantiate educational goals. Pedagogical technology should have all the features of the system: breaking the process, the interconnection of all parts, integrity. V.P. In his work “Components of pedagogical technology”, he writes: “A good, scientifically based technology for training and education is pedagogical skill.” [1, p. 52] What does scientifically sound learning technology mean? This means that it is based on a scientific analysis of the student’s activities, the selection of those qualities, knowledge, skills that will be necessary for him in further educational activities: analysis and clear selection of educational information, i.e. content of educational material intended for training and control of its assimilation; analysis of means of pedagogical communication (textbook, manual, TSO and guidelines for them, etc.); the choice of forms and methods of training, education and development of students); specification of the activities of teachers and students. After a scientific analysis of all the above, the next step is the development of the educational technology itself on the basis of the pedagogical system, where all components are interconnected and work as a whole. The following is a verification of the developed technology in experimental training, its correction, addition and change, if there is a need for this, and only then - the stage of its implementation in vivo training. It should be noted that pedagogical technology is not something frozen and given for all time. It can be improved or changed depending on changing learning conditions. Training is a purposeful, constantly controlled process by its nature, the diagnosis of learning outcomes is often expressed in criterion-measured characteristics.

The structure of the educational process in technological terms can be represented as a unity of the following stages: goal-setting - content design and logical structure - training itself (project implementation) - control - correction.
In the modern educational process, the most mastered link is “training itself”, and the efforts of educators are directed precisely at its improvement. However, this approach contains costs, since without a clearly defined goal and well-thought-out options for training models and objective control of the degree to which the goal has been achieved, no intervention in the traditional educational process will produce results. According to L.V. Shmelkova [3, p. 34], the modernization of pedagogical activity should begin with those operations that, firstly, are less stable or less represented in the structure of the teacher’s activities and, secondly, are likely to give results that allow the teacher to really evaluate his work and its elements separately. Such operations in the above structure of the educational process are "Goal setting" and "control." It is important to focus on the features of translating the teacher’s intent into the language of the preliminary design of the educational process, on the main thing in the project: on the structure and content of the educational and cognitive activity of the learner, and not on the pedagogical influences of the teacher; on the methodology of technological target formation (goal setting), as the central the problem of technologicalization. In these conditions, the teacher needs to navigate a wide range of modern innovative technologies, ideas, schools, directions, not to waste time opening the already known, but to use the entire arsenal of pedagogical experience. Today it is impossible to be a pedagogically competent specialist without studying the entire vast spectrum of educational technologies. Modern pedagogical technologies can be implemented only in an innovative school - an educational institution, the activity of which is based on original (author's) ideas and technologies and represents a new educational practice. The following distinctive qualities (criteria) of innovative schools can be distinguished.

– Innovation: the presence of original copyright ideas and hypotheses regarding the restructuring of the pedagogical process.

– Alternative: the difference between any of the main components of the educational process (goals, content, methods, tools, etc.) from the traditional ones accepted in the mass school.

– The conceptual nature of the educational process: consciousness and use in the author’s model of philosophical, psychological, socio-pedagogical or other
scientific foundations. – Consistency and complexity of the educational process.
– Socio-pedagogical expediency: compliance of school goals with a social order.
– The presence of signs or results that determine the reality and effectiveness of the author’s school.

At the moment, a variety of pedagogical innovations are used in school education. It depends, first of all, on the traditions and status of the institution. Nevertheless, the following most characteristic innovative technologies can be distinguished [2, 145].

1. Information and communication technology (ICT) in subject-based learning.

The introduction of ICT in the content of the educational process implies the integration of various subject areas with computer science, which leads to the computerization of students’ consciousness and their understanding of the processes of computerization in modern society. Experience in the use of ICT shows that:

a) an open-type information environment, including various forms of distance education, significantly increases the motivation of students to study subject disciplines, especially using the project method;

b) informatization of education is attractive in that the psychological tension of communication is removed by moving from the subjective relationship “teacher - student” to the most objective relationship “student - computer - teacher”, the efficiency of academic work is increased, the proportion of creative work is increased, the opportunity for additional education is expanded on the subject within the walls of the school, and in the future, the deliberate choice of the university, prestigious work is realized;

c) informatization of teaching is attractive to the teacher because it allows to increase the productivity of his work, increases the general information culture of the teacher.

2. Personally-oriented technologies in teaching a subject

Personality-oriented technologies put the learner's personality at the center of the entire educational system. In this technology, he is not only a subject, but also a
priority subject; it is the goal of the educational system, and not a means of achieving any abstract goal. It manifests itself in the development by students of individual educational programs in accordance with their capabilities and needs.

3. Information - analytical support of the educational process and education quality management.

The use of such innovative technology as the information and analytical methodology for managing the quality of training allows you to objectively, impartially trace the development in time of both each student and the entire learning process as a whole.

4. Monitoring of intellectual development.

Analysis and diagnosis of the quality of education of each student through testing and graphing the dynamics of academic performance.

5. Educational technology as a leading mechanism for the formation of modern man.

6. Didactic technology as a condition for the development of the educational process.

Here, both well-known and proven techniques can be implemented, as well as new ones. This is an independent work with the help of a training book, a game, design and defense of projects, training using audiovisual technical means, a “consultant” system, group, differentiated teaching methods - a system of “small groups”, etc. Various combinations of these techniques are usually used in practice.

7. Psychological and pedagogical support of the introduction of innovative technologies in the educational process.

Thus, the experience of the modern education system has the widest arsenal of pedagogical innovation in the learning process. The effectiveness of their application depends on the established traditions in the general educational institution, the ability of the teaching staff to perceive these innovations, and the material and technical base of the institution.
CURRENT ISSUES AND PROSPECTS FOR THE DEVELOPMENT OF SCIENTIFIC RESEARCH

References: