

because of its utility. Because this segmentation also involves syntax, it has been suggested that it can also lead to grammatical acquisition as well.

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### **THE GENERAL PROVISIONS OF THE INNOVATIONS IN THE CONTENT AND TECHNOLOGY OF EDUCATION**

Innovations in the content and teaching technology continue to be classified as little-studied didactic phenomena. And sometimes here practice is even ahead of theory. The analysis of some aspects of the innovative approach in the educational process of universities allows us to formulate a number of generalizations. 1. Innovative training technologies in the most cases are means of modeling the professional activities of a modern specialist. 2. The more and more qualitatively innovative content and technologies are introduced into the educational process, the more fully and adequately can the professional activities of future specialists be modeled. 3. An innovative approach to building training allows you to more efficiently solve complex educational problems. Innovative teaching technologies should be considered as a means by which the directions of modernization of education can be

implemented. The most developed are now learning technologies based on personal and activity approaches [1, p. 42-45]. Thus, having mastered the ability to make innovative changes to his pedagogical activity, being aware of its most vulnerable sides and possessing knowledge of appropriate working methods, the teacher is increasingly improving professionally, improves the quality of interaction with cadets in educational and interpersonal relationships. And this, in turn, ensures the innovative development of the educational institution as a whole, the system of higher professional education. Innovation as a multidimensional phenomenon in the field of education has its main focus - the qualitative updating of pedagogical activity. The introduction of innovations in the educational process is objectively manifested in the corresponding functions of innovative technologies: - modeling of professional activity as a pedagogical training system; - the development of professional abilities of students in an interactive form; - improving the quality of the educational process. It should be noted that the pedagogical innovation is based on the innovation process, in which the pedagogical innovative activity is of a design character and is aimed at creating a new type of pedagogical practice developing on the basis of scientifically based pedagogical ideas and technologies. As a result, a need arises for a pedagogue-innovator. Consequently, the development of the methodological culture of the teaching staff in the field of pedagogical innovation is becoming a necessary component of improving their qualifications, including through self-education. Thus, the process of introducing new educational standards into educational institutions should be considered as a holistic process that is innovative in nature and built on the basis of a system-activity approach, reproduced at a higher level during the updating of standards. As a result of this, the main goal is achieved - improving the quality of higher professional education and the level of training of cadets.

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