

# Linguistic Innovations in the Educational Process of Educational Institutions

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## Abstract

The main purpose of the article is to analyze the features of linguistic innovations in the process of education. Innovations in education are also often viewed as a threat, since higher education shows stability and conservatism in the implementation of the "knowledge" model of education, being little receptive to modern models of educational activities, the dialogue of cultures, and personality-developing educational technologies. In this case, from the standpoint of synergetics, the education system acts as a closed system capable of protecting itself from innovations, which it considers as disorder and instability. Within the educational system, changes are continuous and gradual, the laws of development are controlled and predictable, life is stable and orderly. Based on the results of the study, the key aspects of the application of linguistic innovations in the educational process were characterized.

## Keywords:

*innovations, linguistic, educational process.*

## 1. Introduction

Innovations are becoming more and more firmly established in all spheres of our life, becoming a characteristic feature not only of modern world economic development, but also influencing such areas of life as jurisprudence, natural science, healthcare, art, politics, and education. These changes are especially keenly felt in a society that is in a state of socio-economic crisis, a change in political, socio-economic guidelines, and the social way of life in general. Scientific thought notes that innovative processes are a necessary prerequisite for a society to emerge from a crisis state, including one of its leading social institutions - the education system. The innovative way of development of society, which imposes new requirements on the education system, necessitates a revision of the

theoretical foundations of the process of preparing a specialist at a university and a student-oriented focus of the entire educational process on the personal and professional self-development of each student. The current changes in the field of education have a great impact on the system of organization of linguistic education. Taking into account the world experience of linguistic education and pan-European trends in the field of requirements for the quality of specialist training require new approaches to the organization of language education in modern society. In the modern labor market, a specialist is in demand who is able to quickly respond to all changes occurring in his professional field, and independently, efficiently and productively carry out the solution of complex, problematic, professionally significant tasks new in his experience. In this regard, the task of orienting the educational process towards creating conditions for the performance of the student's personality as a subject of educational activity, capable of making responsible decisions regarding their learning, initiating and managing their activities, and continuously self-education, is becoming increasingly relevant. The solution of this problem can be helped by the introduction of innovations in the methodology of teaching foreign languages. The main purpose of the article is to analyze the features of linguistic innovations in the process of education.

## 2. Methodology

The main purpose of the article is to identify the key aspects of linguistic innovations in the

educational process of educational institutions. For this, a number of methods were used that make up the research methodology.

The study was conducted using the following theoretical methods: system analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

### 3. Research Results and Discussions

During the period of transformation of higher education, the introduction of innovative teaching methods in the field of linguistics is increasing. The innovative forms of education that are relevant today are aimed at developing general cultural and professional competencies among students. One of these forms of learning can be called interactive methods that allow you to implement a competency-based approach. In addition, they increase the percentage of assimilation of educational material, establish feedback between students and the teacher, and also interest and include inactive students in the work. Interactive methods allow achieving real practical results of students mastering the skills of future professional activity in the field of linguistics. In addition, they provide scope for pedagogical creativity.

Moreover, knowledge is not “dictated” by the teacher. It only helps to find answers to the problematic questions posed. The student has the need and ability to learn, so learning is an inseparable component of the human way of life. In this regard, the role of the teacher is to organize the learning process, in which students are immersed in a real atmosphere of business cooperation in solving problems that are optimal for developing the skills and qualities of a future professional in the field of linguistics. The teacher reacts to everything that happens in the classroom, analyzes, corrects the work of students and directs students on the path to obtaining learning outcomes. In the process of interactive learning, practical problems that participants face or may face in their future professional activities are solved [1-4]. The foregoing allows us to say that interactive methods make it possible to teach students the branches of linguistics in a complex. In addition, interactive teaching contributes to teaching students on problematic material, i.e. by creating a problematic situation of professional interaction,

allowing the student to use his experience, and, at the same time, to identify the shortcomings of the existing experience and the need for its development [5-10]. As an unconventional approach to teaching legal disciplines, one can name a binary lesson. The binary form of conducting classes is exciting and non-standard. A binary training session is called a non-traditional type of lesson, since several teachers are involved in preparing and conducting it. Before the lesson, teachers jointly plan the forms and methods of work, both their own and students. Such preparation can take a lot of time, but the result, as a rule, justifies these costs. This type of lesson is interested in that it allows students to show the connection between various subjects, makes learning holistic and systematic in the field of linguistics [11-15].

It is necessary to form a key model for the implementation of linguistic innovations in the education process. It is the model of linguistic innovations in the educational environment that is presented in Figure 1.

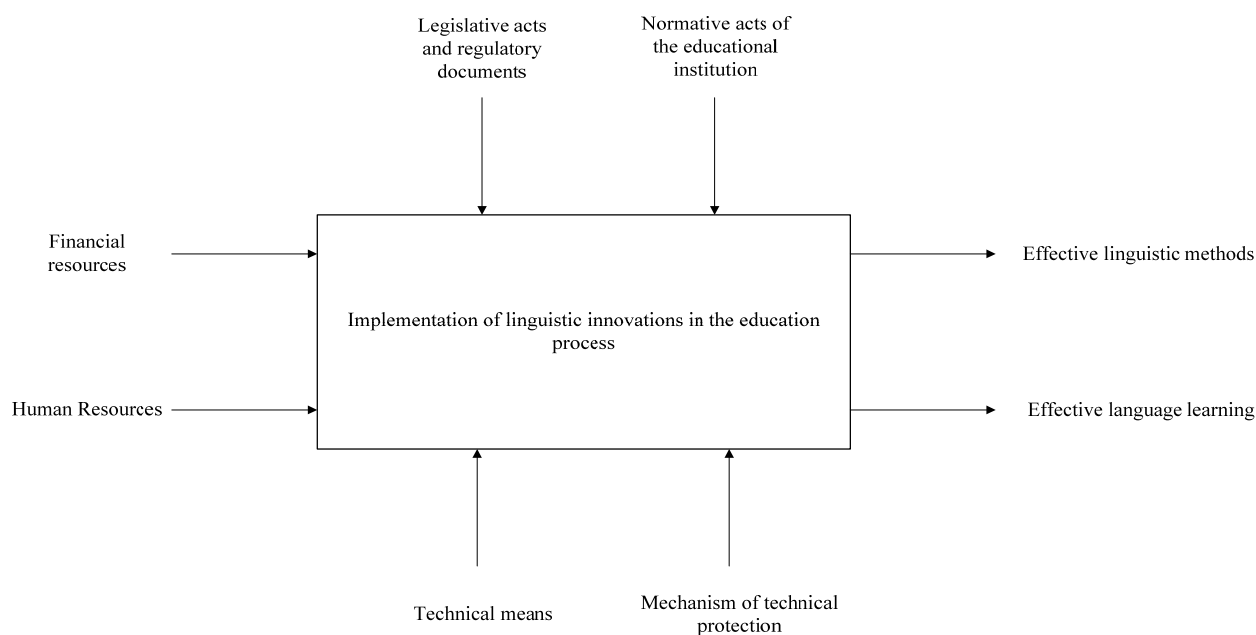


Fig.1. The model of linguistic innovations in the educational environment

The new generation is coming into a world in which significant changes are taking place in the scientific, technical, political, economic, social and cultural spheres. It becomes obvious that the personality of the student should be placed at the center of the pedagogical process, the teacher and the student are equal participants in the educational process, the teaching should gradually develop into self-learning.

In essence, pedagogical technology offers a project of the educational process that determines the logic, structure and content of the interaction between the teacher and the student, which with a high degree of probability will lead to the achievement of the planned results. It is especially important to keep in mind that the technology is based on the activity of the student himself, so it is important for the teacher to clearly understand and provide the algorithm of the student's actions and ways of interacting with him to achieve the intended. We consider the systemic nature of technology in two aspects. Firstly, the technology is systemic, its system-forming factor is the goal. Pedagogical technology is developed on the basis of the principle of consistency and integrity. So, when changing

goals, we must focus on new results, plan appropriate consistent actions to achieve, monitor and evaluate them. Secondly, each technology is a part, a component of a certain educational system and should organically fit into this system.

Obviously, when choosing a particular technology, the teacher takes into account the educational environment in which he will use this technology, previous experience in teaching and raising children, their level of preparedness, the characteristics of the team and relations of students, and also provides for the relationship of the technology used with other technologies and pedagogical means used in these conditions. Each technology has a conceptual basis, that is, those ideas, approaches, principles that determine the success of its application. If the conceptual provisions that determine the possibilities and conditions for the use of technology are violated, it is impossible to count on achieving the planned result in the field of linguistic.

#### 4. Conclusions

Innovations in the field of education are understood as everything that is connected with the introduction of advanced pedagogical experience into practice. Occupying a leading place in modern science, the educational process is aimed at transferring knowledge, skills, abilities to students, at the formation of personality, citizenship. Changes are dictated by time, a change in attitude to training, education, development. Innovative technologies in education make it possible to regulate learning, increasing the effectiveness of the educational process. Innovative behavior does not simply offer the student to adapt to the new conditions of educational interaction, it implies the formation of their own individuality, self-development. It is important to understand that innovative education is, firstly, a way of educating a harmonious personality. Pedagogical innovations should not bring "ready-made templates" to students; innovations in the field of education are aimed at actually increasing the intellectual level of the student. And the teacher, who got rid of "complexes", psychological barriers, should become a full-fledged participant in innovative transformations. The goal of the teacher's innovative activity is to change the student's personality in comparison with the traditional system. These changes become possible through the introduction of new didactic and educational programs in professional activities. The development of the ability to find motivation for one's actions, independently navigate the information received, the formation of creative unconventional thinking, the development of students by maximizing their natural abilities, using the latest achievements of science and practice, are the main goals of educational innovation. It is well known that modern traditional education involves overloading academic disciplines with redundant information. In innovative education, the management of the educational process is organized in such a way that the teacher acts as a tutor (mentor). The priority task of innovative education is the development of analytical thinking, self-development, self-improvement. To assess the quality of knowledge when using innovative learning technologies, experts can be involved - specialists who can evaluate innovative programs. If the teacher is accustomed only to the implementation of

externally set norms and rules, then his innovative abilities go out. The standardization of the teacher's behavior and inner world is accompanied by the fact that instructive instructions occupy an increasing place in his activity. More and more ready-made models of pedagogical activity are accumulating in the mind. This leads to a decrease in creativity. That is why one of the most important activities of the heads of educational institutions is the analysis and evaluation of the introduced pedagogical innovations and innovative technologies, the creation of conditions for their successful development and application.

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