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# SOME ASPECTS OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES FOR PROFESSIONAL TRAINING OF TECHNICAL UNIVERSITY STUDENTS

# НЕКОТОРЫЕ АСПЕКТЫ ИННОВАЦИОННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СТУДЕНТОВ ТЕХНИЧЕСКИХ ВУЗОВ

*Izmailovich O.V.*
*Vitebsk State Technological University, Belarus*
*e-mail: izmaov@gmail.com*

*Abstract. The use of information and communication technologies in teaching of foreign languages is necessary for effective learning. This article describes*

*some aspects of innovative pedagogical technologies of technical specialty students. Nowadays the implementation of new educational technologies in high school practice is very actual, which is due to the tendency of professional competence formation of the future specialists.*

*Аннотация. В данной статье рассмотрены некоторые аспекты инновационных педагогических технологий обучения студентов технических специальностей. В настоящее время внедрение новых образовательных технологий в вузовскую практику очень актуально, что обусловлено тенденцией формирования профессиональной компетентности будущих специалистов. Дана краткая характеристика и рассмотрены особенности применения некоторых информационно-коммуникационных технологий, используемых для продуктивного обучения иностранным языкам.*

This article discusses the increasing demand for digital and soft skills in the workplace, and how this creates a need for innovative teaching in technical education and training. As automation and digitalisation in the workplace rapidly change job requirements, today's technical education and training teachers need to equip their students not just with technical skills, but also with strong digital and soft skills. These skills are today crucial in the workplace and essential for the use of technology. Policy makers need to highlight the importance of these skills and promote their incorporation into teaching and learning, to guarantee a smooth transition of graduates into the labour force and increase their adaptability [1].

Pedagogical approaches such as inquiry-based, project-based and collaborative learning can help develop fundamental soft skills such as critical thinking, creativity, team work and communication. These pedagogical approaches can incorporate innovative elements such as gamification, blended learning and experiential learning. Gamification in education means that educators apply game design elements to an educational setting. The goal is usually to make learning more engaging. A blended approach to English language learning is a method of delivery that combines live, teacher-led lessons (either in a conventional or in a virtual classroom) with digital learning. Experiential Learning is the process of learning by doing. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learnt in the classroom to real-world situations [2]. The use of innovative technology such as robots, virtual reality (VR), augmented reality (AR) and simulators allows teachers to develop students' technical skills while also fostering their digital and soft skills. These technologies are likely to become more common in education in the years to come, as they have advantages in terms of flexibility, cost and safety. They are also well suited to facing the challenges imposed by digitalisation and industry 4.0.

The demand for digital and soft skills in the labour market is rising. Digital skills have become a fundamental part of the workplace today. The use of advanced technology in the workplace has increased in recent years for workers in all sectors and occupations, including elementary occupations that generally require lower levels of cognitive skills. For example, professionals in the logistics sector make frequent use of tablet computers and specialised software to report on, administer and control cargo; automotive mechanics use sophisticated digital devices to test the correct functioning of engines; welders in some manufacturing companies use software to manage soldering robots; and employees in high-risk environments such as power plants use simulation tools or virtual reality (VR) to assess physical risks.

Digitalisation in the workplace has also increased the need for strong basic skills (e.g. literacy, numeracy and digital skills) and soft skills (e.g. critical thinking, communication, collaboration and team work) in all industries. As robotics and automation will become more widespread, this will affect the skills needed to succeed in the workplace in all industries.

Strong soft and digital skills allow workers to be more flexible in meeting labour-market demands. In a dynamic labour market, workers are unlikely to remain in the same profession during their entire careers. As existing occupations change and new ones are created, workers will need to be flexible enough to adapt to regular job changes. Cross-cutting skills facilitate those job transitions and allow individuals to be more employable in the long term.

The three levels of digital skills: basic functional digital skills; generic digital skills; higher-level digital skills [2].

Basic functional digital skills enable an individual to access and engage with digital technologies. These are the entry-level skills required to make rudimentary use of digital devices and applications. They can be seen as the essential skills needed to access and begin to use digital technology. Users with basic digital skills are able to connect to the Internet, set up accounts and profiles, and access information and resources. These users are able to understand basic information and communications technology (ICT) concepts, adjust settings and manage files. There are a number of foundational skills that allow an individual to operate devices and implement these basic activities: psychomotor skills, basic numeracy and literacy skills.

Generic digital skills enable an individual to use digital technologies in meaningful and beneficial ways.

Higher-level digital skills enable an individual to use digital technologies to empower and transform. This includes those advanced skills that form the basis of specialist ICT occupations and professions: proficiency in programming languages, data analysis, processing and modelling skills. They include the specialist skills needed to program or develop applications. These are high-level technical skills that are not developed through everyday technology use, but are

usually result of advanced education and training, as well as extensive self-tuition and practical experience.

The necessity to have strong digital and soft skills is increasing, as automation and digitalisation become more widespread in the workplace. However, teachers do not always have the skill to teach in digital environments, and their pedagogical preparation is quite limited in many countries. As digital technologies become more prevalent, it is crucial that teachers gain the skills needed to update their practice to meet the new requirements set by employers and make the most of innovative technologies and pedagogical strategies in the classroom.

A number of emerging pedagogical approaches and technologies are available for teachers, which facilitate developing their students' digital and soft skills while teaching vocational skills. To use those teaching tools and methods, teachers need access to high quality professional development opportunities, as well as peer learning opportunities, so they can update their practice and increase their confidence in the use of technology.

Furthermore, the adoption of new technology and innovative pedagogical approaches in vocational education and training is more likely to take place when there is a shared belief among stakeholders about the importance of developing soft skills and digital skills and adopting new technology in vocational education and training. Close cooperation between vocational education and training institutions and employers can foster innovation. At the same time, governments also play a crucial role as facilitators of innovation in teaching practice, for example by investing in infrastructure and technical support.

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