INNOVATIVE TECHNOLOGIES IN TEACHING TRANSPORT TERMINOLOGY

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Transport is one of the most important sectors of the economy of any country, the level of development of which largely determines the well-being of society as a whole, it is not only a means of carrying out domestic and foreign economic activity, but also an infrastructural support that supports social policy and ensures the integrity of the state, nation. This is especially true for a country like Uzbekistan. Transport is a complex diversified economy, which includes: vehicles; roads; communication routes with the necessary track devices; facilities for the repair, maintenance of vehicles. Transport activity is formed in the system of five types of transport: rail, road, water (sea, river), air and pipeline. Transport and objects of its infrastructure are subject to classification on various grounds.

According to the subjects of use, it is possible to distinguish public transport (public trains, urban passenger transport) and non-public use (special train sets). However, the most significant and traditional is the division of transport into air, land, sea and river, and each of these types has its own subspecies. Transport infrastructure includes land, water and air routes of communication, pipelines, sea and river ports, railway stations and stations, airports, airfields, transport terminals, subways, high-speed off-street transport systems, transport interchanges, including within large cities, icebreaking fleet , auxiliary fleet, as well as structures and equipment of navigation systems, emergency rescue complex, ensuring the safety of the transport process and other structures of the transport complex.

Thus, the ground transport infrastructure consists of: ground communication lines, pipelines, railway stations and stations, transport terminals, subways, high-speed off-street transport systems, transport interchanges, including those inside large cities, an emergency rescue complex, ensuring the safety of the transport process and others transport facilities. Based on the analysis of regulatory sources, it is possible to formulate a number of principles on which the development and

modernization of transport infrastructure are based. Technology within the Transport space is evolving rapidly. With new technology comes new words to describe it. Some of these have obvious definitions, whereas others are a little less straightforward. We've compiled the most common terms used in the transport tech space.

Training of specialists that are able to effectively carry out their professional activities is a national priority of Ukraine. In this area one of the main problems is to form and to select the adequate educational models. Current global changes in the world show that this sphere of education is considered by many countries as a priority in the training of competitive specialists. At the same time, the level of development and use of present-day technologies is determined by the development of the material base, the level of society intellectualization, the ability to produce, assimilate and apply the new knowledge. In the process of creating the students' competences, the main tasks should be not only the transfer of knowledge to future specialists, but also the development of practical skills for applying this knowledge gaining such characteristics as responsibility, ability to take risks, initiative, and decision-making courage.

When training specialists of the motor transport industry among the most important problems of students' preparation, it is possible to emphasize: complexity of practical training organization; limited access to complex technical equipment and technologies; impossibility of making the experiments in full-scale conditions; lack of teaching aids that meet the current level of technology; lack of proper theoretical and practical competence for the future specialists from the employer's point of view; need to retrain the graduates of higher education institutions in time of employing. Analysis of recent researches and publications. Vocational training is a managed pedagogical process of cognition of a certain professional and labor area, an organized way of vocational education training system. This process of vocational training includes two interrelated components: the professional pedagogical activity of teachers and the professional and cognitive activity of students professional and pedagogical activity is done according to the algorithm, which includes: analysis of the initial situation, definition of training goals; planning of educational and professional activities, selection of content and means of

presentation (in various ways) of educational material fragments; implementation of operations that organize the professional and cognitive activities of students; organization of feedback, control and correction of activity on mastering the material content.

Professional and pedagogical activity is the determining factor for the success of professional training. However, this success also depends on the activity of the students. The learning process cannot be effective without the use of present-day methods and didactic means. In turn, the methods, forms and means of education are determined by the content of education and the level of personal and professional development of students. Thus, the process of professional training is a whole pedagogical phenomenon. All its components are closely interrelated: the aims of education are embodied into the content of education, which will determine its methods, forms and means. In real pedagogical activity the process of vocational training is cyclical. Each of its didactic cycle is a functional system based on the joint activity of all subjects of the learning process. At the university the traditional educational process gives the students an academic knowledge but the associating of this knowledge to specific professional activities occurs occasionally, for example, during the course, pre-diploma or industrial practice. It is clear that it is quite difficult to equip a student with the real professional knowledge and qualities in these conditions.

Innovative education is focused on the formation of professional knowledge and qualities in the process of mastering knowledge, for example, through electronic textbooks, where typical innovations to demonstrate the development of this professional field of activity are presented, and the professional tasks and situations are collected [3]. Thus, considering the above difficulties to graduate a transportation manager (insufficient practical training, inability to conduct the experiments on field facilities, retraining of graduates etc.), the only solution is to create innovative educational technologies in the universities taking into account the employers' requirements for the rapid specialist's adaptation to a professional environment and developing some advanced forms of education within an university.

The use of innovative teaching methods is most appropriate for a person-oriented approach, since it assumes a "co-education", that is collective learning in

cooperation where both students and the teacher are subjects of the learning process. Here the teacher often acts as the organizer of the learning process, the creator of the conditions to demonstrate the students' initiative. At the heart of interactive learning is the students' own experience, their direct interaction with the field of mastered professional skills. In addition, the use of interactive educational technologies suggests a slightly different logic of the educational process: not from theory to practice, but from the practical experience to its theoretical comprehension.

It is possible to reveal the following aspects of the use of interactive technologies in teaching determining its feasibility, necessity and importance: intensification of the process of understanding, assimilation and creative application of knowledge in solving some practical problems; increase in the level of motivation and involvement of participants in solving the problems under discussion, which gives an emotional impetus to the subsequent search activity of participants, encourages them to take concrete actions due to this the learning process becomes more meaningful; formation of the ability to think extraordinarily, in his own way, see the problem situation and its solving ways; carrying the transfer of methods of organizing activities, obtaining new experience of activity, its organization, communication; increase in knowledge, skills, disclosure of new opportunities for students; control over the level of mastering knowledge and the ability to apply the knowledge, skills obtained in various situations, etc.

The availability of a variety of forms and types of interactive technologies, the possibility of their use both in the process of conducting lecture and practical (seminar) classes only confirms the need for their implementation. Thus, interactive methods of teaching can be playful (business game, role play, psychological training, etc.) and nongame (case study, group discussions, brainstorming, etc.). It is important to use in the learning process not one of the methods but their totality. The innovative nature of educational technologies used in the teaching process in higher education is becoming one of the most important tools in the competitive struggle of higher education institutions in the present conditions. Introduction of innovations in educational activities, ultimately, will lead to an improvement in the quality of training of the future masters and bachelors. In turn, improving the quality, accessibility, effectiveness of education, its continuous and innovative character, the

growth of social mobility and youth activity, its involvement in various educational environments make the education system an important factor in ensuring national security of the country and the welfare of its citizens. Thus, the concept of professionalism becomes an integral quality of the graduate, which he synthesized himself in the process of his education. The student's awareness of himself as a professional influence the result of the educational process, as it activates the motivation for self-development, which, in turn, makes the learning process a source of meeting the needs of the developing personality.

Innovative education builds the training process as a movement from the social and general cultural knowledge and skills of the profession (from profession to culture) to technological ones that give it an understanding of the ways and methods of solving professional problems that allow monitoring the dynamics of changes in the quality of their professional activities (from technology to innovative thinking). Innovative thinking is formed, if the student, firstly, is actively motivated in training, realizes the requirements of self-management, individual self-government to achieve ambitious (in a good sense of the word) life goals; secondly, if the educational process reflects the full life cycle of professional activity with its innovations and contradictions. Thus, the innovative training is one of the most important directions in the search for new forms of creating conditions for self-realization and development of the students. Self-realization of students in the process of studying special disciplines is possible through various methods. The use of interactive technologies such as personal-oriented education and creation a virtual workspace promotes the better "teacher-student" interaction in the information field, joint activity and active development of trainees.

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