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INNOVATIVE TECHNOLOGIES FOR OPTIMIZATION OF TEACHER-STUDENT SUBJECT INTERACTION

Modern educational realities determine the need for the formation of subject relations in the educational process of higher education as the most desirable model, providing partner interaction between a teacher and a student, which in turn is one of the main conditions for high quality training of specialists in higher education.

The purpose of the thesis is to study the psychological and pedagogical features of a teacher-student subject interaction and the ways of its optimization.

Objectives of the study:

1. To give a definition of the concepts «subject», «teacher-student subject interaction»;

2. To analyze the conditions that will lead to the effectiveness of pedagogical communication and to offer innovative technologies for optimizing a teacher-student subject interaction in the process of learning a foreign language.

S. L. Rubinshtein considers that the subject of life is «a person who actively builds, modifies, improves life's relationships and thereby determines an individual way of life». [3, p.67]

Scientists explain «teacher-student subject interaction» in the following way: it is when the student realizes, reveals his values, personal position and reinforces them with his «responsive activity». On the other hand, the teacher as a subject can create the context that will simultaneously form and correct the subjectivity of students in the process of learning. In addition, «if attitude to myself and the partner is based upon the subject value; it leads to the recognition of interinfluence and building joint activities». [2, p. 22]

To optimize the effective teacher-student subject interaction, person-oriented learning is applied for first year students. Communication skills are developed through thoughts and feelings. Practical aspects are important, but more important is motivation, expressed in the ability to communicate so as to reflect the individuality, feelings and thoughts of students.

Taking into account the period of adaptation of the first year students, *Six Thinking Hats* method is the most appropriate. This method is effective for those who are not sure that they are interesting to others. It allowed everyone to be involved in the discussion of topics. None of the participants felt discomfort when they expressed an opinion that might contradict the opinion of the majority, because he allegedly spoke on behalf of one of the colored hats, and not on his own behalf.[4]

Business role-playing games are used to teach the students who study Foreign Language for Specific Purposes. Forming skills of foreign language professional communication, a business role-playing game orientates students to plan their own professional speech behavior and predicting behaviors; develops the ability to assess the professional situation; activates the mechanism of motivation; makes a positive impact on each student; improves mastering a foreign language for specific purposes; forms competencies and an active position of the future specialist. Expressing themselves in a different way, many students act as a subject: initiate and carry out a practical activity, communication, knowledge and self analysis.

Another method of teaching for the third and fourth year students is a presentation. In addition to speech skills, this form develops logical thinking, the ability to identify the most important things and reject a non-issue; structures your own thoughts; develops leadership skills, adaptability, flexibility, conflict-resistance; ensures all-round development, in-touch capabilities, the ability to work in a team, interactive skills; improves communicative behavior; encourages creativity, innovative approaches, information competence; independence; positive self-esteem, tolerance, understanding other people, etc.

All students are encouraged to participate in scientific conferences. The research of the students provide the solution of the following tasks: formation of the scientific outlook of students, mastering the methodology and the scientific method of inquiry; assistance in an accelerated learning of specialty; development of creative thinking and individual abilities in solving practical problems; implantation of skills of independent research activity; development of initiative, the ability to put theoretical knowledge into practice; the involvement of brighter students to solve scientific problems that are essential for science and practice; constant updating and improvement of their knowledge; widening the theoretical outlook and scientific erudition of the future specialist.

Consequently, modern pedagogical technologies that give a boost to optimization of subject-subject interaction in higher education will promote the development of skills in a real professional activity, which in the modern world is impossible without a communication process. The communicative component of the above-mentioned technologies provides the development of the ability to establish a climate of trust, to perceive all arguments of the dialog partner, empathy, the ability to clearly formulate ideas and stimulate the use of students` potential.

To conclude, the use of these technologies in teaching foreign languages is a must for the formation of highly skilled professionals, professionals that are ready to participate in international co-operation, capable to generate new ideas and their effective presentation in public events.

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WHAT IS NECESSARY TO HAVE GREAT IDEAS?

Many people think they could never have great ideas, ideas for inventing something, ideas worth spreading because they are not creative, artsy, or genius. Well, the good news is anyone can have super ideas. Moreover, the interesting thing is that many great ideas come when people do surprisingly simple things.

You would have better ideas if you switched from something ordinary to something extra-ordinary, from something you got used to something new, from a depressant to a stimulant in your life.