

Huchkova Viktoria

Kyiv National University of Technologies and Design(Kyiv)

Dovhopol Halyna

Associate Professor of Foreign Languages Department

Kyiv National University of Technologies and Design (Kyiv)

INNOVATIVE TECHNOLOGIES OF EDUCATION IN THE ACTIVITIES OF HIGHER EDUCATION INSTITUTIONS

Innovative education as a whole is not a specific educational technology, but the principle of adequate use of known elements in a modern system of education.

The innovative approach in education is determined not by the use of a certain model, but by the ability to design and the necessary university model of educational process using various educational technologies. It should be noted that in the framework of such design it is advisable to use mixed models. Thus, in the distance education system, there are effective principles of modular learning combined with a model of full mastery of knowledge: the content of training is conveniently structured in training modules, and the learning conditions change depending on the model of full training.

In order to be ready to solve modern problems, a future specialist must have extensive and at the same time fundamental knowledge , combined with the skills of their application in different conditions of professional activity.

Based on a generalized innovative model of learning, the most common are the following types:

1.Contextual learning

It is based on the integration of different types of student activities : educational, scientific and practical. The key point is the use of combinations of different forms of organization of student activities, namely academic activities, professional, and quasi-professional activities. The advantages are that all this should help to acquaint

students with the context of the future profession during the study at university, create conditions which are similar to the real professional activity.

2. Simulation training

It is based on simulation-game modeling in the conditions of learning the processes that take place in a real system. Simulation training has been shown by many studies to deliver the best learning outcomes, as it provides a realistic, immersive experience in the context of the learner's job role. In simulation training, a variety of practices are preferred.

3. Problem-based learning

It resembles a scientific search. Students are given the opportunities to create mental models for learning, and form learning habits through practice and reflection. The essence of problem-based learning technology is that it promotes critical thinking, creativity in learning for students. Learners become active participants in the process of finding a solution to the problem, begin to understand the sources of its occurrence, and not just memorize the stages of obtaining the result.

4. Modular learning

It is a kind of programmed learning, the essence of which is that the content of educational material is rigidly structured in order to master it as fully as possible, accompanied by mandatory blocks of exercises and control over each fragment. The key point is that the structure of educational material in the most concise and understandable form for the student. Modules are autonomous organizational and methodological blocks for each fragment of structured educational material. Advantages - the content and scope of the modules may vary depending on the profile and level differentiation of students and didactic goals.

5. Full acquisition of knowledge

This is an educational approach developed by J. Carroll and B.S. Bloom. The key point of this strategy is that students must achieve a high level of the required knowledge before proceeding to learn subsequent information. If a student does not

achieve the required test result, he is given additional support in studying and reviewing the information, and then has to pass the test again. This cycle continues until the learner reaches required knowledge, and then he can move on to the next stage. The student has the opportunity to choose the most optimal learning conditions and achieve maximum results.

6. Distance learning

Variety distance learning, based on the use of the latest information and communication technologies and tools. The key point - it involves a very indirect role of a teacher and the independent role of a student in choosing the individual pace of learning, number of repetitions when using tutorials and products according to a course level. With the use of e-mail and the Internet, it provides a high level of interactivity, which meets modern requirements. UT access will provide benefits to educational resources, despite the geographic distance from them. Each model develops a training element of the learning process, focusing on the practical part, methodological tools, the nature of the student and the teacher. In all cases, each of the considered innovative models changes the characteristics of the traditional university educational process, revealing the untapped potential.

Conclusions. The use of the latest trends in the activities of Ukrainian universities makes it possible to adapt to the requirements of the modern market by improving educational and scientific work in the training of future professionals.

REFERENCES

1. Goncharenko S. U. *Ukraïns'kij pedagogichnij slovník* / S. U. Goncharenko. – K. : Libid', 1997. – 376 s.
2. *Enciklopedija osviti* / Akad. ped. nauki Ukraïni ; gol. red. V. G. Kremen'. – K. : Jurinkom Inter, 2008. – 1040 s.