

**USE OF INNOVATIVE TEACHING METHODS
IN A MODERN UNIVERSITY**

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Today in Ukraine in the field of higher education, science and innovation is widely implemented strategy for higher education for 2021-2031 with clear goals and indicators of achievement, defining the basic principles of formation and implementation of priority areas of scientific, scientific and technical, innovation.

In today's society, the need for people with non-standard thinking is becoming increasingly important. Today, the traditional training of specialists, which focuses on the formation of knowledge, skills and abilities in the subject area, is increasingly moving away from modern requirements. The basis of modern education should be not only academic disciplines, but also the ways of thinking and activities of students. The main task of any higher education institution is not only the graduation of specialists who receive higher level training, but also the inclusion of students in the learning process in the development of fundamentally new technologies, their adaptation to the real conditions of the production environment. At the same time, in the process of learning, it is important to develop students' abilities such as creative activity, creative thinking, the ability to evaluate, quickly adapt to the needs of a constantly changing market. Acquisition of such skills in most cases depends on the content and methods of training future professionals. That is why it is important to study the level of student satisfaction with the educational process and methods of teaching the material, as well as the level of awareness of the teacher of innovative methods [1].

In the modern scientific literature, special attention is paid to the fact that innovative approaches to learning should be systematic and cover all aspects of the educational process. Also, it is necessary to reconsider theoretical and practical approaches to the content of education, professional and pedagogical training of teachers, development of new technologies and teaching methods. The basis of innovative educational technologies used in the educational process should be a social order, the professional interests of future professionals, taking into account individual characteristics.

Currently, an intensive search and implementation of new forms and methods of teaching students. In this regard, one of the main tasks that must be set by the teacher are the following: conducting training in an interactive mode; increasing student interest in the discipline taught; bringing the educational process closer to the practice of everyday life, namely - the formation of communication skills, adaptation to changing living conditions, socialization, increasing psychological stress resistance, learning conflict management skills, etc. Thus, it is necessary to first establish a system of psychological thinking in the student, learn to motivate him to acquire knowledge and skills. Interactive learning is a dialogue learning, in the process of which there is an interaction both between the student and the educator, and between students in the group.

Objectives of interactive teaching methods:

- awakening students' interest in discipline and self-education;
- formation of students' personal thinking and ability to defend their positions;
- formation of social and professional skills;
- effective assimilation of the taught material;
- independent search by students of ways and options of the decision of the set tasks;
- training to work in a team;

- formation of the student's level of competence, etc.

As the creative component of education grows significantly, the role of all participants in the educational process is activated, the creative and exploratory independence of students is strengthened, the concepts of problem-based and interactive learning related to the use of computer systems have become especially relevant [2]. During such an educational process, the student can communicate with the teacher online, solve creative, problem-solving problems, simulate situations, including analytical and critical thinking, knowledge, search skills.

In a business game, each participant solves his task in accordance with his role and function, and the participants' self-education takes place in the process of their team activity. Master classes are the main way to convey a new idea of the pedagogical system. This method of independent work in small groups, which allows the exchange of experiences and opinions. The idea of this method is to pose a problem and solve it by playing different situations. The form of interaction at the master class is joint cooperation, creativity, which allows to reveal the creative potential of both teachers and students. The purpose of this method is to teach students the professional language of science, as well as intellectual, professional and aesthetic education. Interactive methods help to establish emotional contacts between students, develop creativity, the ability to think outside the box and the ability to defend their interests, form teamwork skills, provide high motivation for self-development, active life position.

Among the innovative mechanisms of intensification of pedagogical and scientific processes, the need to revive the idea of competition in all spheres of life is increasingly mentioned, in particular, the method of "race for the leader". The authors of this method highlight the retrospective, meaning, content of the concept of "competition", reveal the methodological aspects of non-traditional (artificial) competition, provide appropriate proposals for scoring for major educational activities, provide specific formulas for calculating total points the so-called machine-free software method of control of students' knowledge, the application of which will allow testing the knowledge of an unlimited number of students on certain issues of the discipline in a short period of time.

With the introduction of distance learning, many universities are already using the technology of an online seminar called "webinar", which shows comparative tables, presentations, videos and more. With the help of Internet technologies, the webinar retained the main feature of the seminar - interactivity, which provides modeling of the speaker's functions. They work interactively, communicating together according to the scenario of such a seminar. At the same time, when establishing a teacher-student connection via the Internet in the informational educational and scientific environment of universities, significant consolidated actions of departments, information centers, laboratories, libraries are needed to fill it with quality resources that can provide knowledge.

Another modern learning technology is web-quest - a problem with elements of a role-playing game, which uses information resources of the Internet. Web-quest has a clear didactic task, game design, must have a leader, clear rules and is implemented to improve students' knowledge and skills.

The teacher sets the topic and creates a problem situation, sets a specific task within the selected topic, which is clear and interesting. The teacher selects and offers students a list of links to Internet resources in advance. Students begin the process of finding the necessary information on the Internet, using a description of the procedure that must be performed by each student during the independent task. After that, students should prepare a presentation of the found and processed information in the form of a slide, a web page, etc. At the next stage, the teacher gives the task of how to present the collected information. The last stage of the web-quest is the assessment of the work done by the students themselves. Evaluation criteria may be different (presentation time, originality, innovation). The basis of web-quests is a project methodology that focuses on the independent activities of students.

Thus, the use of interactive methods in education can reduce the level of nervous load of students, give the opportunity to switch attention to key issues and topics of classes. In order to

introduce innovative technologies in teaching, first of all, it is necessary to change the stereotypes and skills of conducting lectures by teachers themselves, which is not facilitated by passive methods. It is also necessary to reorient the traditional approach to acquiring knowledge in order to actively involve students in independent thinking.

Literature

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ДИСТАНЦІЙНА ОСВІТА У ВНЗ: СТАН ТА ПРОБЛЕМАТИКА

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Метою дистанційного навчання є надання освітніх послуг шляхом застосування у навчанні сучасних інформаційно-комунікаційних технологій за певними освітніми або освітньо-кваліфікаційними рівнями відповідно до державних стандартів освіти; за програмами підготовки громадян до вступу у навчальні заклади, підготовки іноземців та підвищення кваліфікації працівників. Серед абітурієнтів великої популярності набуває дистанційна форма навчання. З року в рік кількість Вузів, що вводять дистанційну форму навчання зростає, також збільшується і кількість спеціальностей за такою формою. Проте, брак технічного, кадрового і фінансового забезпечення стримує процес розвитку [1].

Проблемою є недооцінка можливостей дистанційного навчання викладачами старших вікових груп. Більшість педагогів вважають дистанційну освіту, як, втім, і заочну форму навчання, неповноцінною, так як під час дистанційного складання тесту або іспиту неможливо відстежити дії студента. Дуже складно об'єктивно дати оцінку знань людині, яка під час складання тесту або іспиту може використовувати інтернет, навчальні матеріали, допомогу третьої особи. Хоча ця проблема вирішується, наприклад, застосуванням веб-камери, вона є суттєвим гальмівним фактором.

Крім цього, важливою проблемою є небажання викладачів постійно відстежувати новітні технології дистанційного навчання з причини їх великого, а часто і надмірного навантаження.

При дистанційній формі навчання треба враховувати певні комунікаційні обмеження:

- певна ізоляваність студента в віртуальній академічній групі;
- обмеження, що перешкоджають розвитку групової комунікації, групової єдності;
- технічні засоби групової комунікаційної діяльності викладача і студента створюють штучний і неповноцінний, в традиційному розумінні, комунікативний простір;
- невміння точно й зрозуміло висловити свої думки, особливо в чатах і коротких повідомленнях;
- труднощі короткого формулювання та стислого аргументування своєї позиції під час навчального процесу, особливо у чатах та відео конференціях [2].