

As for the surveys of the Genesis Education platform, among the main ones are the surveys about the decrease in the desire of students to work on their major during the course of study. The survey showed that 46.8% of respondents plan to work according to their specialty, but this desire gradually disappears with each year and course. For example, among first- and second-year students, 51.2% are willing, but among master's students, it is already 43%.

The following survey is from CASERS. It considers all the aspects that students do not like in higher education institutions. The main ones are the outdated content of educational programs and the low level of interactive learning methods. In 45% of universities, teachers never use the «case-study» method in teaching, 38% use it, but rarely, and 9% of students do not know what it is at all. And only 8% of respondents claim that most their teachers use cases. Therefore, the problems of lack of practical experience and the use of outdated information are revealed in the above surveys. Taking into account the existing problems, you can proceed to the formation of the system of student's motivation.

An efficient game addresses several player's needs:

- the need for autonomy - I choose whether to play or not, I choose what to play and how to succeed;

- the need for competence - I figured it out and managed. I am a winner;

- need for recognition – I can share the result with friends and other users.

To meet these needs, it is essential:

- to offer a reward for each task - it can be points, badges and any other «marks» that have tangible or intangible value (For better memorization of information, it is better to give students real life tasks that will develop the necessary skills for employment. In contrast to a real task, you can also give a simulated task in the format of a computer game.);

- to stimulate competition. Competition motivates many of us, but others, on the contrary, are intimidated by comparison with others or a low position in the rating;

- to consider different types of interaction: one against each other, team against team, team against the problem;

- to provide an opportunity to share results and achievements both in the game and outside of it (for example, in social networks);

- give quick feedback on correct and incorrect actions to students.

In general, during the period of distance learning, universities use their own websites. Sometimes, these sites may have certain problems with their interface and an structure. To my mind, the best website design that increases student productivity is demonstrated in programs such as: Dualingo, Ribbon Hero, ClassDojo, GoalBook, The World Peace Game, Coursera, Mr Pai's Class, CourseHero, Brainscape and Socrative 101.

Therefore, the main charm of game methods is the attitude towards mistakes. During training, we all got used to the fact that making mistakes is the path of losers and nothing. But what contributes to self-improvement then? Fixation on mistakes leads to the fact that students concentrate more on scores than on actual knowledge, or choose the path of procrastination. In computer games, on the contrary, mistakes are welcome and they are the main tool for achieving success. Therefore, in my opinion, gamification as the system of student's motivation is one of the most effective incentives for learning at the present time.

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INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS AT UKRAINIAN UNIVERSITIES

With the development of ICT, innovations have proliferated widely into social life: science, education, culture, politics etc. One of the ways to modernize the educational system of Ukraine is

the introduction of innovative pedagogical technologies and methods into the educational process of higher educational institutions.

Effective for the modernization of technical higher education is the introduction of innovative teaching methods into the educational process of universities. The problems of innovative technologies and methods in modern higher education are urgent because the tendency to humanize the content of technical education has been intensified, new academic disciplines have been licensed, and, as a result, there has been a need for scientific pedagogues. personnel who would be able to provide an innovative approach to the implementation of these directions in the course of the educational process. It is important that lecturers and instructors have the opportunity to develop and implement their own innovative methods of teaching. However, it should be borne in mind that there is strong competition between public and private universities, offering students the opportunity to study where there is innovative potential and high-quality education. All these changes have increased the need to renew and improve the educational environment of universities.

The concept of the development of the national innovation system, which provides for legislative, structural, and functional institutions involved in the process of creating and applying scientific knowledge and technologies and determining the conditions for ensuring the innovation process has been recently put forward. Its purpose is to create conditions for increasing the productivity of the educational process and the competitiveness of specialists, by means of modernizing national education, increasing the level of innovative activity, applying advanced technologies and methods of organizing and managing economic activity to improve human development, existence and ensuring the stability of economic growth. The system of higher technical education is undoubtedly important, the main purpose of which is to educate a competitive, highly qualified specialist with competencies that meet modern requirements.

Pedagogical science has analyzed innovative teaching methods aimed at effective assimilation of knowledge by students, development of their intelligence, acquisition of abilities and skills, experience of self-education, scientific work and acquisition of qualities that contribute to creative self-realization.

The teacher is the engine of innovative activity at the university, since the subjective aspect is at the forefront in the development, implementation, and promotion of new non-traditional teaching methods. A creative teacher experiments to develop an effective teaching method, adapting it, improving it, offering new methods. The main requirement for such activity is the innovative potential of the teacher.

For example, non-typical classes that arouse the interest of all students, contribute to intellectual development and moral formation and are of great importance in the education of future engineers and technical specialists. Non-standard classes stimulate the student's cognitive independence, creative activity, and initiative. The experience of non-standard training and the creation of a classification of non-standard classes for technical universities was implemented. It is as follows: classes-competitions (quizzes, competitions, seminars-auctions, practical classes in mathematics, geometry etc., KVK and brain rings; revision classes); classes for knowledge consolidation (exercises- credits, consultations, mutual learning classes, role-plays (a student in the role of a teacher conducts a seminar class, a student in the role of a specialist discusses a problem with a co-worker, etc.); communicative classes (seminars-debates, conferences, tele-lectures); cool simulation and simulation games (simulation of professional activity, performance of roles depending on the scenario); travel lectures; lectures-visualizations; lectures in pairs; lectures in advance. Certain requirements should be formulated in terms of the best combination of traditional and innovative teaching methods.

Therefore, the use of innovative methods in the educational process of higher education institutions creates conditions for the effective self-realization of the personality of a future technical specialist. This largely depends on the pedagogical abilities of the teaching staff of the technical universities, on the manifestation of their tolerance in the educational process and their efficient communication skills.