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INNOVATIVE TRAINING MODELS OF HIGHER EDUCATION

The modernization of higher educational system in Ukraine is characterized by a combination of traditions established in the national higher educational establishment with new ideas related to the entry of Ukraine into the European and world educational space.

Among the priority directions of a state policy in the context of national higher education integration into the European and world educational space are identified problems of a continuous improvement of the education quality, modernization of its content and forms of educational process organization; development and implementation of educational innovations and information technologies [1].

Innovative training is opposed supportive, traditional training. It is a reaction of the educational system to the transition of a society to a higher stage of its development, to changing education goals.

Characteristic features of the innovative training are anticipation and participation [2]. Anticipation is an ability to understand new, unusual situations, forecasting events, assessing the consequences of decisions, focusing on the future. Participation is a social activity, the participation of the individual in the most important activities, personal influence on local and global decision and the ability to be proactive.

Considering achievements of a modern foreign pedagogy, it is possible to distinguish two main types of innovative approaches to the educational process in higher education.

First, researchers refer to the so-called innovation - modernization, which contributes to the modernization of the educational process, aimed at achieving guaranteed results within the limits of its traditional reproductive orientation. Second

is called innovations-transformations, which are intended to provide qualitative transformation of the educational process, aimed at providing its research character, orientation of a search educational and cognitive activity. Appropriate search approach to training involves the formation of students' experience of an independent search for new knowledge, their application in new conditions and the formation of experience of a creative activity with the development of value orientation [3].

It should be emphasized that the reproductive and problematic orientations of the educational process in a modern pedagogy are embodied in two major innovative approaches to the transformation of training - technological and search.

Thus, researchers distinguish models of full assimilation of knowledge (technological direction) and search models of training (humanistic direction). Within each of these basic training models didactic searches for innovative orientation are carried out, the practical implementation of which helps to transform the nature of training. At the same time, the directions of transformation are connected both with the type of predominant student's activity, organized by the teacher of higher educational establishment and also with the nature and the relationship between a teacher and students [3]. The disadvantage of full training model of the learning material is that in the vast majority of cases the learning of the material occurs on reproductive (translation, playback close to the text, story) and reconstructive (application and playback of previously learned methods of action in a clearly defined situation).

Let's consider the characteristics of a search model of training. The basis of the study is its connection with the student's direct experience, which acts as a starting point and the most important source of a learning cognition. The purpose of the study is the organization of an educational research, the acquisition of new experience by students, the expansion of cognitive opportunities.

For students, the study assignment acts as a study in the context of a significant problematic for them situation. The learning environment and the nature of the learning interaction are changing in accordance with the requirements of a collaborative research. An important feature and a component of search training is its

social (social and psychological) character; special importance is associated with the educational search communicative and dialogical activity, the communication of students with each other and with a teacher, modeling of a life reality (future professional activity) in the educational process, reflection.

Thus, the most important activities that are connected with a didactic search within the search orientation are: systematic (logically constructed problem-solving research, discussion (communicative and dialogical) activity, game imitation and modeling, reflection of a search experience.

The main features of innovative training are:

- orientation on the development of students' personalities, formation of their readiness for real life and a professional activity, development of creative thinking, critical analysis of the world and themselves in it;
- formation of students' readiness for continuous mastering of new activities and communication;
- a high level of students' activity, teacher acts as a teacher and a director of training; students act as subjects of activity together with the teacher, and their personal development acts as one of main educational goals;
- encouragement and support of students' initiative, gradual and purposeful transition from education and upbringing to formation of abilities to self-education;
- participation of each student in determining goals, tasks, decisions;
- in the process of training, essential forces of each personality are revealed and involved, skills, abilities and genius are mobilized;
- creative, research, productive tasks are of a great importance, which determine the essence and motives of choosing educational reproductive tasks;
- prevails mutuality and self-control within values and content shared by the whole group [4].

To accomplish tasks of the innovative education and training, a teacher must: to interest each student in a group work through the clear motivation; to encourage students to speak freely without fear of a false answer; to use a variety of forms and

methods of student-centered learning activities; to activate various types of a cognitive activity, as well as motivational, content and operational and forceful components of a cognitive independence.

The educational process in a higher educational establishment is characterized by an organic combination of educational and research aspects, enhancing the activity and independence of students, so innovative training technologies are aimed at reorienting the activity of a teacher from informational to organizational with managing independent educational, cognitive, research and professional practice of students. They include: the implementation into the lecturers courses of methodology and methods of a research; application of research studies; orientation of different types of practice (educational, industrial, assistant) on the innovative activity of future specialists; directing the work of student's scientific workshops and other forms of a research work on the search and creative mastering of innovative ideas of national and world science and practice; using of final annual scientific and practical international conferences and other forums for systematic analysis and evaluation of the work over a certain period in view of its innovative nature.

The most common innovative models in a modern higher educational establishments are context learning, imitation learning, problem learning, unit learning, full knowledge acquisition and distance learning. The successful implementation of innovative training models requires a large-scale systematic work during which, above all, it is necessary [5]: to look over the content and orientation of training in higher educational establishments, as well as in the system of postgraduate pedagogical education in order to form the professional readiness of teachers to work in the conditions of the innovative training; to introduce a system of a material stimulation for teachers who actively and effectively implement the ideas of the innovative training in their practical activity.

Thus, we can make a conclusion that the innovative training in higher educational establishments contributes to a significant increase of a theoretical and practical training of students, taking into consideration their abilities, interests and

inclinations, typical and individual differences, experience of an interaction with the outside world. Such training provides the variability and a personality and oriented focus of the educational process, whereby students' knowledge, skills and abilities are transformed into a means of developing their cognitive and personal qualities, providing them with the ability to be a subject of the innovative professional activity.

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