

**INNOVATIVE METHODS AS A TOOL OF HIGHER  
EDUCATION INTERNATIONALIZATION**

The main characteristic feature of the modern society is its development on the bases of innovations. This process is put into practice in the educational industry as well, as long as this sphere defines economic development of every country. The demand for transition to innovative education in higher education is presupposed by challenges of the current trends in the world and belongs to the priority areas of the state policy of Ukraine in the context of integration of the national higher education into the European and world educational area.

Innovations in education is the process of formation, implementation and sharing new educational approaches, ideas and methods, technologies aimed at modernization, transformation of the educational process according to the requirements of the time. [3]

The aim of the given research is to make general analysis of the educational innovations, specify the nature and peculiarities of certain innovative methods of future specialists training.

The term “innovation” became urgent in the end of XX – at the beginning of the XXI century. The large defining dictionary of the modern language explains the word “innovation” as “novelty”. [2]

The glossary of the European educational fund explains that innovation is novelty, introduced for the first time, however the majority of innovations is connected with transferring the existing methods into new conditions by their adaptation or making gradual changes in the existing systems. [1, c. 295]

The characteristic feature of the innovative education is personality – oriented training, which is exercised through projecting of the educational process that is the result of mutual activity of a teacher and a student, the way of their life-sustaining activity as parties of the educational process: the training

process turns into research, searching, educational game, in other words, it becomes the source of the experience. [5, p. 184].

Innovations in the content of education must be reinforced and put into practice by mastering the innovative methods and forms of training (conversational, diagnostic, active, interactive, distant, computer, multimedia, telecommunicational, training, project) and at the same time by implementation of alternative educational technologies, such as algorithmic, individual, differential, module, collective (in small groups) etc. [4, p. 107]

Let us analyse the peculiar features of some teaching methods, which in the modern scientific and educational – methodological literature are called innovative.

Active and interactive training methods are emphasized due to the change in the teacher's function (instead of the function of the communicant – the role of a manager) and a student's function (the information is not the goal but means for mastering skills of the professional activity). Interactive training is a special form of cognitive activity organising which presupposes creation of comfortable conditions for studying, when a student feels his progress and intellectual ability. [5, c. 284]. The peculiar feature of the interactive training is constant, active interaction of all participants of the educational process. Analysing own actions and actions of the partners, every participant can change the model of behaviour, master new knowledge and skills in more conscious way, feel yourself in conditions extremely close to the future professional activity. The project method, group discussion, “brainstorming”, training-study, case method, business and role games are the most popular in this area.

To simplify using of some interactive methods, the teacher should take into account the following aspects:

1. The interaction requires change in work organising, considerable amount of time for preparation, that is why it is useful to start by introducing some elements of the abovementioned methods (work in pairs, “brainstorming” etc);

2. It is necessary to hold the organising meeting, identify “the rules of work in the classroom”, sensitize them to serious preparation for classes;

3. Using interactive methods is not a goal or self - promotion, this is a tool for creation the atmosphere of collaboration and mutual understanding in the group of students [5, c. 288].

Active (interactive) methods can be divided into imitational and non-imitational. Non-imitational methods don't suppose creation of process or activity, and activization is reached at the expense of selecting the problematic content of training that ensures the dialogue of interaction. The non-imitational methods include problematic lecture, seminar - discussion with “brainstorming”, offsite practical class, writing course or diploma paper, internship without fulfilling job responsibilities.

Imitation methods include gaming and non-gaming ones that presuppose work with the model of situation in the imitation process. The method of certain situations analyses offers studying, analyses and making decisions in a situation which happened or can happen under certain circumstances in a certain organisation. This method encourages students' analytical thinking, forms system approach to problem solving, allows identifying the variants of hypothesis of problem solving, helps to establish business and personal contacts, eliminate conflicts. Gaming imitation methods include internship with fulfilling job responsibilities, imitation training, business and role games. These methods ensure approaching of educational environment to approximate professional conditions.

Active methods of teaching (discussions, didactic games, modelling of production situations etc) play the role of the testing area where students practice professional skills.

The effectiveness of using innovative teaching methods at higher education institutions should be estimated taking into account not only quantitative rates of students' achievements, but paying attention to changes in the consciousness of both students and teachers.

Students form the readiness to master new knowledge continuously, their potential, abilities and aptitudes mobilize, they develop skills to take responsibility, to take a stand, cooperate, the new type of motivational sphere is developed where self-actualization influences the general creativity of the student, facilitates creation of new personal stand.

To fulfil the tasks of the innovative education and teaching, the teacher needs to get every student interested in the group work by means of clear motivation, to encourage students to express their opinion freely and without fear for an erroneous answer, to show high work professionalism. The teacher's innovative activity can be interpreted as creative process and creative result, as personal category where the foundation stone is occupied by the reflection – considering by the personality his own search – creative activity, creative – transforming activity and co - creativity.

In our opinion, the organic combining of innovative methods with classical, traditional ones, as well as circumspect and harmonious blending of different approaches concerning every subject and every class depending on their aim and specifics will reinforce the quality and intensiveness of the educational process at schools of higher education. The synthesis of classroom and extracurricular work is highly productive and promising that gives the possibility to create the fusion of professional skills and knowledge along with active social stand of the future specialist. To put such approaches into effect and to introduce actively the innovative methods of education, the teacher must not only improve the educational – methodological materials of certain disciplines, but master new educational tools. That is why it is extremely necessary to equip the relevant classrooms with technical facilities which will give the possibility to implement the innovative methods in the pedagogical process.

The key role in mastering by the teachers of higher educational institutions the innovative technologies can belong to their internship in leading educational establishments abroad and their participation in the process of

academic mobility. In teaching activity we need the change in stereotypes that can be an incentive not only for foreign language studying, but for using individual, research, project, practical methods of pedagogical interaction. Such approaches can be put into effect in the optimum way in within the limits of pedagogical activity or internship by international programs which are the component of internationalization of higher education in Ukraine.

To conclude, it is necessary to mention that using a broad range of the latest methods of teaching will become one of the characteristic features of innovative universities and starts the process of internationalization of higher school of Ukraine.

In modern pedagogics the multivariance of innovative teaching methods prevails, directed at qualitative knowledge mastering by the students, development of their intellectual activity and skills of critical consideration of the professional problem, the ability to acquire and process information independently, obtaining qualities which will be needed in the future professional life.

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