

## INNOVATIVE TECHNOLOGIES IN TRAINING OF FUTURE SPECIALISTS IN HIGHER EDUCATIONAL ESTABLISHMENTS

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**Introduction.** To find the ways to improve education in terms of significant increasing of amounts of information is an important issue to obtain competencies and possibilities of their usage in different conditions. Therefore, scientists, teachers and methodologists around the world are working on the problem of improving the process of their obtaining, transferring and absorbing. Educators have to solve one of the most important issues namely receiving a significant amount of knowledge during training in higher educational establishments and in addition to that the main emphasis is transferred to a student. Classes in higher educational establishments are mostly oriented to a student as an active participant in the educational process; therefore there is problem of improving the forms, methods and means of training.

One of the promising models of learning is blended learning, which is called differently – hybrid learning, corporate learning, portion learning. However, regardless of the name, the essence of it is to combine elements of electronic and traditional learning that allows using the advanced learning technologies in the educational process in higher educational establishments without abandoning the traditional technologies and methods. This makes it possible to make the learning process more efficient and productive, to increase motivation and interest of students, to form professional competencies.

**The aim of the study.** The purpose of the article is to examine the experience of the scientists from the USA, Germany, Austria, Canada, South Korea about the problem of blended learning in higher educational establishments using the technology of “flipped” learning, ubiquitous learning as a promising model of training future specialists in higher educational institutions.

**Framework and research methods.** The problems of training by means of blended learning in higher educational establishments are covered by scientists Y. Andropov, V. Bykov, Y. Kapustin, E. Konrakhova V. Kukharenko, O. Spivakovsky, V. Tyhomirov; the usage of “flipped” learning is considered in works of Jonathan Bergman and Aaron Semson (USA, 2000), Christian Shpannehel, Jürgen Khandke (Germany, 2008).

The implementation of ubiquitous learning in the educational process of higher educational institutions is described by scientists Bill Cope, Mary Kalantzis, Bertram Bruce, D. Sung.

**Results.** Within today's globalization and integration processes in education, as N. Nychkalo indicates, the burning issue is the interconnection of educational systems of different continents, their multidimensionality, comparability and mutual recognition of the product – an individual who is trained for active highly professional activities in different spheres (Nychkalo, 2010). Exactly the implementation of innovative approaches to the organization and learning process in higher educational institutions will provide an opportunity to train competent highly professional specialists.

Our experience shows that blended learning is such an innovative model of specialists' training.

Blended learning includes:

- classroom and extracurricular students' independent work using a learning management system LMS, that is an information system used to create, collect, save, and transfer the content;
- a wide range of educational materials;
- interactivity;

- control of students’ self-learning;
- flexible system of assessment of students’ achievements.

The practical reorganization of the models of blended learning as a tool to improve the modern education involves the creation of new educational methods based on the integration of traditional approaches to the educational process.

“Flipped” learning is a kind of blended learning which proposes to change the traditional learning, work at home and in the classroom. Instead, students watch short video lectures online – independently studying theoretical material, and all classroom time is used to do practical tasks, to discuss some issues of the course.

“Flipped” learning has a certain resemblance to forestalling self-study when students study new educational material before its presentation by a teacher in lectures or practical classes. The main difference is that in forestalling proactive independent work a student independently performs search and creative activities outside the classroom, while in “flipped” learning students learn new material by means of information and communication technologies (ICT) and the teacher virtually is present and controls this process (video explanations, test questions, etc.).

Thus, “flipped” learning is a pedagogical model where the typical presentation of a lecture turns into its discussion, during which projects, debates, practical tasks and others are discussed. What does “flipped” learning give? It was found out that:

- firstly, it contributes to better understanding of educational material, significantly improves the interaction with a teacher and other students and develops critical thinking;
- secondly, the classroom time is rationally used.

Educational videos, interactive classroom work, observations – feedback, assessment are used for effective implementation of “flipped” learning. It is clear that each of these components requires the development of additional educational and test materials.

How is this process going on? Students receive educational materials that can be placed on You Tube, Web-portal or Web-sites containing the texts of lectures, electronic guides, video lectures. This allows each student to learn the theoretical basics of a subject in any place, time and own pace. During the class, the educator gives practical tasks and additional materials required. While doing the tasks the students work individually, in pairs or groups, and the teacher only consults, explains complicated issues and assesses the students. Consequently, the students from being passive listeners move to participate actively in obtaining knowledge and it allows to take the responsibility for their knowledge, to control the educational process and as the final result to control their own success.

While getting ready with video educational materials a teacher should take the following into consideration:

- the duration of the video should be 5-7 minutes.
- the video must contain one or two questions (tasks);
- video explanation should be interactive.

In “flipped” learning not only video lectures play an important role. Reviewing of sites, blogs, presentations, projects on topics under discussion and others are of particular importance.

**Conclusions.** Thus, the experience of the USA, Germany, Canada, Austria and other countries as well as our own in training future specialists in higher educational establishments by means of the blended learning model with the usage of the technology of “flipped learning” and “ubiquitous learning” enable students to receive qualitative knowledge and skills, to solve problems independently, to take and defend their own point of view, to be ready for the implementation of independent research.

The prospects of further research are the implementation and adaptation of the blended model of learning using innovative technologies in training competitive specialists in higher educational establishments.

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### КОМПЕТЕНТНОСТЬ В ОБЛАСТИ ЛИЧНОСТНЫХ КАЧЕСТВ КАК ОСНОВА ФОРМИРОВАНИЯ ВСЕХ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ ПЕДАГОГА

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Проблема формирования и реализации профессиональных компетенций всё в большей степени привлекает внимание не только учёных-теоретиков, но и педагогов-практиков, учителей и преподавателей средней и высшей школы.

Компетентность является новой единицей измерения образованности человека, которая позволяет сосредоточить внимание на результате обучения, поставив во главу угла не только формирование знаний и умений – они остаются основой любой компетенции, - но и способность человека ориентироваться, продуктивно действовать в различных жизненных и профессиональных обстоятельствах. Компетентность – это владение, обладание человеком соответствующей компетенцией, включающей его личностные отношения к ней и к предмету деятельности. Современные молодые люди в результате обучения должны становиться профессионально и личностно компетентными людьми. В основе всех компетенций лежат такие качества личности, как инициативность, гибкость, креативность, конструктивность, самостоятельность мышления. Именно эти качества и свойства помогут человеку адаптироваться в любой профессии и при любых жизненных обстоятельствах, которые потребуют от него умений принимать решения и нести за них ответственность, разрешать проблемы, работать в команде, быть готовым к перегрузкам, быстро из них выходить, использовать навыки самообразования. Все эти качества и свойства личности призваны сформировать компетентностный подход, который необходимо использовать в современном образовательном процессе как в школе, так и в вузе.

Цель статьи: рассмотреть сущность компетентности в области личностных качеств с помощью показателей её сформированности как основы формирования всех профессиональных компетенций.

**Материалы и методы:** анализ, синтез, обобщение и систематизация результатов исследований по проблеме формирования и реализации профессиональной