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### **6.3. ORGANIZATION AND CONDUCT OF GAME TRAINING IN ORDER TO STRENGTHENING STUDENTS' MOTIVATION AT THE UNIVERSITY**

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**Annotation.** The article reveals the issues of relevance of active teaching methods, including gaming methods. The advantages and disadvantages of these teaching methods are considered. The characteristic of the pedagogical game is given. The methodological content of a modern foreign language lesson should be communicative - the focus of the educational process on its convergence with the real process of communication based on speech knowledge, skills and abilities. The need to ensure the communicative orientation of education of students of non-language universities requires the development and improvement of all types of speech and foreign language activities. The expediency of using interactive methods on practical English classes in agricultural universities allowing to make classes more diverse, enabling students to show their speech independence, to realize communicative skills and speech skills is considered. The expediency of using interactive methods aimed at enhancing the creative thinking of students is proved. University teachers have to use different methods and means of instruction that activate the educational and cognitive activity of students in the process of learning a foreign language; in stimulating interest in the subject and material that is taught. The use of methods and tools will depend on many factors. It is not effective to constantly use traditional methods and training systems, it is desirable to experiment, to test new techniques and tools, taking into account the requirements of today.

**Keywords:** active teaching methods, interactive teaching methods, game methods, pedagogical game, language competence, innovation, personality, structure, modernization, risk, activities, innovative pedagogical activities.

Scientific progress of the XXI century contributes to changes in both processes (teaching and learning) of foreign languages of future specialists in the field of agricultural production. There is also a link with comprehensive research that ensures the creation, application and distribution of knowledge in the socio-economic space, where innovation becomes a systemic phenomenon. There was a need to change the priorities of professional training in the direction of development of heuristic and creative thinking, the formation of the individual as a subject of self-development, mastering the tools to manage their own educational activities. Future professionals must be active participants in foreign language professional communication, master the rules of language behavior during the communicative process. Thus, scientists, methodologists and teachers of higher education face the problem of ensuring the highest possible level of language competence. The use of reference charts and tables is well used in the study of local lore (Topic: "Geography. My country, my city", "English-speaking countries"). Country information is widely used in pairs to study English. It is an excellent material for the implementation of interdisciplinary links. When constructing a message of local lore, you can effectively combine the assimilation of cognitive information with the successful activation of lexical and grammatical skills. But the main thing - the text, and the scheme (table) - an assistant in the study of the problem. There are three levels of problematization of the content of foreign language teaching: linguistic (problems related to phonetics, vocabulary, grammar); communicative (problems related to the types of speech activity); spiritual-cognitive (it is at this level you can create a full-fledged problem situation, which aims to develop educational, cognitive, professional and creative activities of students by means of a foreign language). Recently, such forms of learning have been used as active group classes aimed at gaining students' experience in applying concepts in model standard and non-standard situations; training (special system of exercises) on the development of students' creative working well-being, emotional memory, attention, imagination, imagination.

The purpose of the article is to reveal the issue of coverage of interactive teaching methods (especially games) of English students using communicative tables and diagrams and different types of games on classes.

Each of the teachers of a foreign language in a non-linguistic university faced such a learning task as increasing the efficiency of educational work in each unit of time, i.e., the optimal intensification of students' work. This problem is most acute when considering three objective factors: 1) high requirements of the state standard for a foreign language exam in a non-linguistic university; 2) limited clock grid; 3) average and below average language proficiency of the majority of applicants.

The main task of modern education is not just to give the student fundamental knowledge, but to provide him with all the necessary conditions for further social adaptation, to develop a tendency to self-education.

The modern educational system is characterized by:

- short training deadlines
- a large amount of information received
- serious requirements for the level of knowledge, skills and abilities of the

student.

One of the main tasks for the current teacher is to make the learning process interesting for students, dynamic and modern. And in this, interactive technologies came to the aid of teachers.

Information and communication technologies are gradually penetrating all spheres of education. This is facilitated by the global informatization of society, the spread of the latest computer technology and modern software in schools and universities, the creation of national and international programs aimed at informatization of education.

The main problem remains the passivity and inertia of students in the learning process, because not all even the most modern pedagogical technologies, methods and funds can fully ensure the high activity of educational and cognitive activities of subjects of study. Modern higher education faces the problem of forming an active personality position, forming motivation and interest in students.

Therefore, the processes of intensification of educational and cognitive activities in higher educational institutions, taking into account the specialization and features of educational programs are one of the priority areas for improving the educational process.

The main thing attention should be paid to the development of skills to perform all types of speech activities: listening - understanding (listening), speaking, reading, writing.

Thus, the main goal of teaching a foreign language is seen in the development of students' ability to use a foreign language as a tool in the dialogue of cultures of the modern world, the formation of their skills and abilities of foreign language communication to achieve high level of language competence in their industry.

An important role today belongs to interactive teaching methods and technologies, which develop students' critical thinking, enrich the imagination, improve the culture of communication and social behavior, as well as form the ability to make collective and individual decisions, which creates the conditions for effective improvement of the educational process in higher education institutions.

The interactive method implies that the student is not only an observer or listener, but also an active participant in the creative learning process which is important not only to answer questions, but also to ask questions and encourage students to independently search for answers. The basic principle of the interactive method is the principle of collective interaction, according to which students achieve communicative goals through socially interactive activities: discussions, debates, dialogues, role-playing games, imitations, improvisations, debate. Such activities correspond to a person-centered approach to learning, and it also provides a positive influence of the team on the personality of each student, forms a favorable relationship in the study group. Joint socially interactive work gives each student the opportunity to show their creative and intellectual abilities, encourages initiative.

Interactive learning changes the usual forms of teaching material to dialogical, which are based on interaction and mutual understanding. We can note the following methodological features of the organization of interactive learning: the use of

problem situations and formulations, the corresponding organization of educational space conducive to dialogue, motivational support joint activities, compliance with the rules of educational cooperation, the use of communicative methods and techniques, optimization of the process evaluation system and results of joint activities, development of skills of self-analysis and self-control of individual and group activities. The main feature of interactive learning – use of own experience in solving problem issues. Currently, the method of teaching a foreign language to Methodists and teachers is to strengthen the interactive side of mastering a foreign language, to move from learning a foreign language to the teaching of foreign speech and to the teaching of communication.

The main components of the above task include: increasing the purposefulness of training, strengthening its motivation, the information capacity of the content of education, the use of modern teaching methods, the activation of the pace of learning activities, the development of reflective labor skills.

The organization of various didactic, lexical-grammatical, speech, business and situational games is very active in the classes. When developing them, it is necessary to clearly formulate game tasks, to determine the exact time of the game. Preparing for such games and participating in them, students show not only cognitive independence, but also cognitive activity.

The organization of the multilateral communication process is facilitated by the use of appropriate interactive teaching methods aimed at developing creative activity-oriented abilities of students, which stimulates activity and "ingenuity". These include the following: pair and group classes foreign language, brainstorming, project method, exchange of ideas, pair interviews, role and business games, discussions, debates, round tables, methods such as "choose a position", "scale of opinions", etc. The technology of using such forms of learning is step-by-step, logically constructed use of forms of active learning from simple to more complex and includes the mastery of game techniques by introducing them into the practice of classes; expanding the use of game situations in the classes, elements of discussions, debates, conducting final classes on the topic in the form of games.

The game teaching method is widely represented in modern Western and domestic methodological (didactic) literature. This method can be used at any level of education with a certain adaptation of this or that exercise for different levels of students' language training.

Games in higher education are one of the most important elements of the volitional training of future specialists. By participating in them, students learn to solve professional problems in complex, close to real conditions, undergo a kind of psychological hardening. Currently, a significant arsenal of various gaming teaching methods has been accumulated in higher education. Let us consider the didactic possibilities of some of them, which have found the widest use in the pedagogical practice of Russian universities. The game as a teaching method is distinguished not only by the activity of the participants, but also by the greater, in comparison with traditional methods, the intellectual and mental stress of students. Teachers, when developing, planning and conducting game classes, must clearly imagine and take

into account their didactic features. For a teacher, didactic games are a rather time-consuming type of training. Preparation for their implementation requires both a deep understanding of the learning process in new conditions, and a large time investment of the teacher. Experience shows that 1 hour of work in a group of 15 people on a specific situation of medium complexity requires 12-15 hours of preparatory work. The question arises: aren't game teaching methods too time-consuming in terms of complexity, time and effort spent on their development? Isn't it easier to read traditional courses of lectures and conduct practical classes? However, if we weigh all the benefits of games, it turns out that the benefits of using them far outweigh the development costs. Of course, the expediency of developing a game must be brought into line with the scope of the discipline, the goals and objectives to be solved during its study, and the contribution to the professional training of students.

In order to increase the effectiveness of students' learning activities from the very beginning of the class, we propose to use the method of "brainstorming", which includes elements of the problem. In this case, it may be a problem question of the teacher: "What type of environmental / economics / self etc. problems can affect..?" These types of tasks stimulate students to active thinking, independent search for theoretical knowledge and active expression with using professional terminological units.

The approach to the educational process, which is based on the interaction of subjects of study, in our case - interactive principles of teaching non-language students specialties, based on the use of their own experience, interaction with the immediate sphere of future professional activity. With such training, the role of the student increases, as he no longer participates not only in obtaining professional knowledge in the field, but also in the search, development and transformation of acquired theoretical knowledge into practical skills and abilities. As practice shows, training in pairs or groups is much more effective. This applies not only to the academic success of students, but also to their intellectual development, because such are the qualities of teamwork employee as the ability to help each other, joint search for the truth or problem solving are always necessary prerequisites for successful professional activities in the future.

The use of role-playing games in which students communicate in pairs or groups not only allows to make the lesson more diverse, but also gives students the opportunity to show speech independence, to realize communicative skills and speech skills. "Role-playing games" contribute not only to the development of the ability to express their thoughts, but also to respect the opinions and suggestions of others. Atmosphere of kindness, encouragements during discussions determine the mental and emotional emancipation of students, reduce the fear of possible mistakes, promote developing the ability to argue.

Interactive methods are appropriate and justified use in the training of future professionals, as they are promising technologies in foreign language teaching and define dialogue as the leading form of educational and cognitive interactive interaction. This involves the integrated application of interactive methods, tools and forms of foreign language teaching selected on the principles of communicativeness

and cooperation in order to achieve optimal result.

When evaluating games as a teaching method, a number of circumstances should be kept in mind.

Firstly, games, compared with other teaching methods, have one indisputable advantage: the ability to integrate the acquired knowledge in relation to the chosen profession.

Secondly, once developed a good game can be used for many years as an effective teaching tool for several generations of students. Of course, the content of the game must be updated in accordance with the change in the content of the science itself.

Thirdly, game teaching methods, with the help of which students master professional activities and acquire knowledge without the direct intervention or assistance of a teacher (the latter remains, as it were, behind the scenes), is a powerful means of awakening interest in the content of this activity. In the context of an increase in the proportion of independent work of students, games are an effective form of its implementation.

Fourth, it is difficult to overestimate the expediency of acquiring responsible decision-making skills in an environment of conditional practice. Learning in the game can prevent real mistakes that future professionals make when they switch to independent professional activities.

Fifth, in the game, the learning process can be successfully combined with research tasks, thus clearly demonstrating to students the research method in action. Therefore, when developing a game plan, a number of questions (problems) are envisaged to be investigated, as well as the allocation of a separate group of game participants, whose responsibility is to keep time and fix private results.

Sixth, invaluable for a future specialist is the acquisition of experience in a complex formulation of the problem, the coordination of individual priorities in the group choice of a solution and its implementation.

Seventh, the game contributes to the development of group thinking, the ability to act as part of a team, seeking to develop an informed common decision.

Eighth, games allow you to try out new forms and rules, management structures, standards and methods, testing them, as on a test bench, which is the game itself. Thus, games have wide didactic possibilities. With their help, it is possible to form an extremely wide range of skills, abilities and professionally significant qualities of a person, depending on how the preparation and conduct of the game is organized, what motives are laid in its basis by developers and teachers. The high efficiency of gaming teaching methods is due to significant advantages over traditional ones. Some of them I would like to highlight in particular:

- ◆ visualization of the consequences of the decisions made: in the game, you can neglect the details, exclude from the information array the so-called "noise" generated by the properties of real processes that are not relevant to the case;

- ◆ variable time scale: the game allows you to "live faster" or "slower", speed up and slow down the course of events. In the conditions of conditional practice that the game creates, one can "live" several years in a few hours;

◆ repetition of experience with changing attitudes (accumulation of skills in the course of learning): in the game you can play the same situation several times, approaching its solution each time in a new way;

◆ the ability to change the scale of coverage, which can significantly reduce the time needed to search for fundamental solutions in different conditions.

Interactive learning also leads to the development of professional and personal qualities of students, including: growth of activity, critical thinking, development the ability to argue their views, strengthen the responsibility for decision-making, the formation of the ability to cooperate and work in teams, the development of the ability to further self-education, that is, all the qualities that should have a modern specialist.

Before choosing teaching methods, a foreign language teacher must be guided by those specific tasks of the educational process, the results of which meet the requirements of the formation of specific practical skills of students. Practical tasks that are built on the basis of interactive technologies provide an opportunity to effectively study the educational material. Thus, conditions are created for learning a foreign language at a qualitatively new and high level and for use these skills formed in practice. Students learn to communicate in a foreign language, participate in discussions, use grammatical constructions, activate their active (passive) vocabulary in the process of communicative activity.

Let's briefly consider the basics of planning, as well as the procedure for organizing and conducting training sessions using gaming teaching methods.

The decision to include the game in the curriculum is made at the stage of developing a general training schedule for a specialty. Before that, the nodal points of training specialists are identified and established, in which it is advisable to introduce game teaching methods. It is better to place them in the curriculum so that each lesson requires the accumulation of knowledge not in one, but in several related disciplines. At the same time, gaming lessons should become more complicated as you move from junior to senior courses, cover more and more real, most often occurring in practice problems and tasks. In this case, the role of intersubject and interdepartmental relations existing in the university is great. At the final stage of training, it is desirable to conduct complex faculty business games covering a number of disciplines taught by several departments, involving, if possible, students from different specialties. Pedagogical practice shows that it is expedient to plan and conduct 1-2 games and at least 2-3 game classes such as simulation exercises, analysis of specific situations, playing professional roles in a university every semester. When planning the time of the game, in addition to the general requirements for the schedule of classes, you should additionally keep in mind the following points:

◆ it is advisable to plan the game after the main lectures of the course have been read and the students are theoretically prepared to participate in it;

◆ for the game it is recommended to allocate separate days not loaded with other activities in order to focus the attention and strength of the participants on the game itself. If the game takes 2 or 4 hours, then it is advisable to complete the school

day with it, since students after the game cannot immediately leave the role, switch to other disciplines;

- ◆ before the game, time for preparation must be provided, for which it is necessary to provide that the time for independent work the day before was free from any activities other than preparation for the game;

- ◆ if the game spans more than one school day, you need to consider whether these days should be consecutive or better to take a break. During such a break, students can complete individual homework assignments, and the participants who lagged behind at first will be able to catch up with those walking at a normal pace and thus will not hinder the continuation of the game;

- ◆ the game takes a lot of time and attention of students, so it is necessary to coordinate the time of its implementation with the general schedule of work performed during the semester.

When conducting training games, their information support is important. Let's briefly dwell on this. Information support of educational games includes a number of components:

- ◆ description of the situation included in the game lesson;
- ◆ rules of conduct and criteria for evaluating the results of a game lesson, taking into account their complexity and significance;
- ◆ documents for planning and organizing a game session;
- ◆ normative and reference data.

Game situations form the basis of the game lesson program and, as a rule, include its detailed description. The latter can be presented by the beginning of the game in the form of initial data and replenished, refined during the game with the help of introductory tasks. The rules for conducting the game fix the rights and obligations of the teacher and students, the sequence, content and distribution in time of individual stages, stages and steps covered by the lesson, the order of interaction of its participants.

An important component of the information support of the game is documentation, which includes initial and planning documents issued to participants for testing and reflecting their decisions; and finally, the reporting documents, which record the results of the implementation of these decisions. Such results in games are most often identified with the help of expert assessments given by a group of the most prepared students or teachers who conduct these classes.

Reference data, as a rule, are represented by a special set of documents used by the participants of the game lesson. Standards can be permanent, i.e. unchanged for the entire duration of the game or constant only during a specific stage, or take a certain value (taking into account the established probabilities) from the range of possible values. The values of some standards may vary depending on the decisions made by the participants in the lesson. Developed information support allows you to create a game model that forms the basis of a game lesson. The success of games as a teaching method, to a much greater extent than traditional ones, depends on the material and technical support, which includes audiences (classrooms) specially equipped for games, information display tools, controls, simulators, computer



equipment, etc. Of course, the composition of the logistics and accommodation to a decisive extent depend on the form of the gaming session, the number of participants and many other factors.

For the success of gaming lessons, the system of stimulation and evaluation of students' activities is of particular importance. The assessment of the activity of the participants in the game each time consists of an assessment of the analysis of the situation, the developed and adopted decision, as well as its implementation at the time established by the standards. The analysis of each individual situation is a training not so much in the choice of decisions, as is sometimes believed, but in the analysis, which is the threshold for making them. In some cases, analysis is more important than the decision itself, although for many students it is the latter that is most difficult for them. The pedagogical practice of teaching game methods using in universities testifies to the expediency of building an incentive system based on arbitration.

The final score of each participant in the game in points is determined as the sum of individual scores (including penalty points). Approximate evaluation system for various types of students' activities during the game. Restrictions and controlled time given to participants in the game to solve problems mobilize everyone, thereby increasing the effectiveness of learning. It is known from experience that in groups where the game mode was not taken into account, 30-40% more time was required to solve similar problems. Moreover, the level of assimilation of educational material simultaneously decreased by 10% (compared to other groups). The experience of using arbitration shows that in this way it is possible to successfully solve a number of important didactic and educational tasks, among which are:

- ◆ prompt and reasonable assessment of all types of practical activities of individual groups and each participant in the game, as well as the degree of their readiness to perform the relevant functional duties;

- ◆ the direction of the work of the participants in the game in the direction outlined by the game plan;

- ◆ preparation of materials for evaluating the game as a whole and determining the effectiveness of the organization of the educational process in this discipline.[6] If we generalize the experience of conducting games, then the problems that inevitably arise in this case become clear. The first, and one of the most difficult, that the game manager faces is to provide the participants with a relatively even and uninterrupted workload throughout the game. Difficulties are formed due to the fact that most decisions are made sequentially, in the logical order of the game management. And hence the inevitable loss of time waiting for decisions or work results.

Another problem is an objective assessment of the individual work of each participant in the game. After all, the result of the game in some cases is not related to the activities of a particular student. This problem can only be solved by the active participation of teachers-leaders in the game, who in this case can get a more complete picture of the abilities of students and use these findings to evaluate results. An essential role in increasing the efficiency of the game process is played by the final stage of the game, in particular, the discussion of its results. The experience of a

number of universities shows that if there was no discussion after the game, then the skills acquired during the game are quickly lost. Therefore, after the game, a discussion of the results, revealing the reasons for obtaining certain results, is as important as the game itself. It is most expedient to discuss the results by the conference method, so that everyone has the opportunity to express their opinion on the methodological necessity and the results of such a lesson. The practical lesson ends with the presentation of the leader-teacher, who not only sums up the overall result, but also evaluates the work of each participant in the game.

The success of the educational process largely depends on the teaching methods used.

The essence of teaching methods is considered as a holistic system of methods, in a complex providing pedagogically expedient organization of educational and cognitive activity of students. Teaching methods can be divided into three general groups:

1. Passive methods.
2. Interactive methods.
3. Active methods [1].

Active teaching methods are a form of interaction between students and the teacher, in which students and the teacher interact with each other during the lesson, and students here are not passive listeners, but active participants. The activity of the student is productive, creative, search character.

At the term "active learning methods", in accordance with the definition of A.M. Smolkin, we will understand the system of activation of educational and cognitive activity of students, contributing to their active mental and practical activity and implying the activity of both the teacher and students [2].

Scientists associate the activation of learning, among other things, with the development of students' gaming activities. The role of the game in the ontogeny of the personality, in the development basic mental functions, in self-government self-regulation of the individual and, finally, in the processes of socialization - in the assimilation and use of social experience by a person (L.S. Vygotsky, E.E. Kravtsov, N.A. Korotkov) [3].

Active learning methods are divided into non-imitation and simulation. Non-imitation ones include: a problematic lecture, a problem-active practical or laboratory lesson, an actively conducted seminar, independent course and diploma design, industrial practice-internship at the workplace, the use of teaching and controlling machines and programs, active-group consultations, olympiads, student scientific conferences, sociological testing and questioning, etc. They are focused on the problem, the intensification of the logical and cognitive activity of students, but at the same time there is no imitation of real circumstances in a conditional situation.

Imitation technologies are based on simulation or simulation-game modeling, i.e. reproduction in training conditions with one or another measure of adequacy processes occurring in a real system [4,5].

Imitation classes-games, in turn, are divided into non-game and game. Game simulation methods include business (management) games, the role-playing method,

game production design, individual game lessons on machine models, individual game training on special simulators, automated workplaces. The essential difference between game methods is that they are based on game elements, connections, relationships.

We will consider the advantages and disadvantages of gaming learning technologies in the table:

Advantages	Disadvantages
1. Activates the activity of students. 2. Develops communication skills of students. 3. Strengthens social bonds in the group. 4. Develops practical skills	1. Requires considerable preparation. 2. It is inappropriate to use when learning new material. 3. Requires the teacher to complete control over the situation in the group.

The game form of classes is created in the classroom with the help of game techniques and situations that act as a means of encouraging and stimulating students to study in the following main areas: a didactic goal is set for students in the form of a game task; educational activity is subject to the rules of the game; educational material is used as its means, an element of competition is introduced into educational activity [7].

Game activity develops mental and volitional activity, trains attention, memory, develops logic and speech. Thus, the game method is able to carry out not only educational, but also educational and developmental tasks. Game exercises captivate even the most inactive and poorly prepared students, which has a positive effect on their academic performance, as well as the effectiveness of educational work in a single lesson.

All of us as students faced the problem of independent memorization and activation of lexical units. Our students also face this problem, especially when working with an adapted or non-adapted text in their specialty. Often a huge number of new lexical units becomes an unbearable burden for them. And all of us, consciously or unconsciously, use the associative method when memorizing vocabulary. For each student, depending on his psychological type of perception of reality (auditory, visual, kinesthetic or discrete), the associative connection of new lexical material with his personal experience and intellectual baggage is built differently. Therefore, in game exercises for automating vocabulary, the teacher can show the student different ways of memorizing lexical units using:

- the principle of visibility;
- method of “approximation”;
- handouts, cards;
- element of "fairy tale", "story" as a game situation on the practical lesson.

For each game exercise with the vocabulary aspect

you should remember the methodological formula 7 plus or minus 2 lexical units (it all depends on the level of students' preparation). Before the actual conduct of a particular game exercise, a presentation of new lexical units takes place, pronunciation is practiced, and understanding is controlled. The following examples

of game exercises with the "vocabulary" aspect can serve as "starting points" for creating your own game exercises in accordance with specific goals and objectives.

1. Game exercise using the principle of visibility.

Students are presented with a picture that is thematically related with activated material (world map, car, portrait person, etc.). The task of students is to arrange all the new lexical units in the picture so that in the future they can logically explain why they chose one or a different section of the picture for a particular word. Depending on the level of preparation, students can explain their choice both in their native and in a foreign language. You can also modify this exercise by dividing all students into groups, and in each group there should be students with different levels of training. In this case, the team performs its explanation collectively, first in writing, and then presents it to other groups in a foreign language.

2. Game exercise using the approximation method.

– Students are invited to find Ukrainian analogues of foreign words. (For example, Eng. “accurate at 5 o’clock” – Ukr. рівно о п’ятій годині, Eng. “cover” - Ukr. покривати, накривати, Eng. “cherry” - Ukr. вишня, черешня etc.).

3. Game exercise using cards, handouts.

- Word puzzles (words are divided or into individual letters, or into syllables, or directly according to the principle of puzzles, i.e. arbitrarily). The task of students is to collect words.

- Work with words on cards. All new words are written on cards in different directions (vertically, horizontally, diagonally), in different colors. The task of students is to memorize as many words as possible in a certain time. After this time, the cards are turned over, students must name the words from memory.

4. Game exercise using the element “fairy tales”, “stories”.

Let's make history together. Each student has their own word. According to the "snowball" principle, each student or each the subgroup composes a sentence with its own word, and logically connects it with the previous sentence.

The difference is that the reception is a short-term method that involves working with one specific group. And the method is a long process, consisting of several stages and including many tricks. Thus, the method of training is only an integral part of a particular method [8].

Methods are classified according to various criteria:

- by the nature of the educational activity: reproductive, problematic, research, search, explanatory, illustrative, heuristic, etc .;
- by the degree of activity of the teacher and students: active and passive;
- by the source of the training material: verbal, visual, practical;
- by the method of organizing educational and cognitive activities: methods for obtaining new knowledge, methods of verification and evaluation.

*Active teaching methods* are based on the interaction scheme «teacher = student». From the name it is clear that these are methods that involve the equal participation of teachers and students in the educational process. That is, children act as equal participants and creators of the lesson.

The idea of active teaching methods in pedagogy is not new. The founders of

the method are considered to be such distinguished teachers as Y. Komensky, I. Pestalozzi, A. Disterweg, G. Hegel, J. Russo, D. Dewey. Although the idea that successful learning is built, first of all, on self-knowledge, is still encountered by ancient philosophers.

The most general classification divides active methods into two large groups: individual and group. More detailed includes such groups: discussion, gaming, training, rating [9].

The most common methods of active learning [10]:

- *Presentations* – the easiest and most affordable method for use in the classroom. This is a slide show prepared by the students themselves on the topic.

- *Case technologies* – have been used in pedagogy since the last century. It is based on the analysis of simulated or real situations and finding a solution. Moreover, there are two approaches to creating cases. The American school offers a search for the only correct solution to the problem. The European school, on the contrary, welcomes the versatility of decisions and their justification.

- *Problematic lecture* – in contrast to the traditional one, the transfer of knowledge during a problem lecture does not take place in a passive form. That is, the teacher does not present ready-made statements, but only raises questions and denotes a problem. The rules are deduced by the students themselves. This method is quite complicated and requires students to have a certain experience of logical reasoning.

- *Didactic games* – unlike business games, didactic games are strictly regulated and do not imply the development of a logical chain to solve the problem. Game methods can be attributed to interactive teaching methods. It all depends on the choice of the game. So, popular travel games, performances, quizzes, KVN are tricks from the arsenal of interactive methods, as they involve the interaction of students with each other.

- *Basket method* – based on a simulation of the situation. For example, a student should act as a guide and conduct a tour of the historical museum. At the same time, his task is to collect and convey information about each exhibit.

- In the *project method*, students are grouped into small groups and develop, for example, a program of sociological research on any issues of interest to them or a scheme for conducting an experiment in the laboratory. This analytical work includes several stages that allow you to improve the skills of logical thinking, maximize the creative potential of students and stimulate them to research. Such project activities, organized in this way, have many advantages.

- *Sparring* is a training fight in boxing in order to comprehensively prepare for competitions. Sparring partner - a rival in various training competitions. Accordingly, sparring partnership as a form of organization in extracurricular independent work is a kind of pair work in which students, playing the role of rivals in the competition, perform tasks according to a predetermined algorithm of the teacher.

- A striking example of the organization of *independent work* is the

technology of group project training, which is implemented not so much during scheduled classes, but also stimulates independent work and interaction of performers.

– *Business games* (including role-playing, simulation, role games) are a very popular method that can be used at any stage of training and for any age group. During the game, students play the role of participants in a situation, trying on different professions. Business play is an activity in which various practical situations are simulated. Game technology involves game simulation, when a model is created that replaces the real object of a situation, when the models are manipulated to replace real experiments with artificially constructed patterns of behavior. The rules of the game can be taken from a real situation or be invented. At business games at participants various positive attitudes are formed:

- Interest in activities and problems that are modeled and played out during the game;
- Assimilation of a large amount of information, which contributes to the creative search for solutions to problems;
- Ability to adequately analyze the real situation;
- Formation of objective self-esteem of students;
- Development of analytical, innovative, economic and psychological thinking.

For a business game to give the desired result, it must be based on theoretical knowledge, ideas about the field of activity that is simulated. Since one of the fundamental principles of the educational process is humanistic, it should be noted that the purpose of education should not be the child's acquisition of a certain amount or set of knowledge, but the holistic development of his personality. Independent thinking and cognitive activity is a means of developing a person's ability to reveal his potential abilities. Hence the conclusion - the teacher must set himself the task of providing such independent and thinking activities in the classroom, and this is facilitated by interactive technologies in which the student independently opens the way to knowledge, and the acquisition of knowledge is the result of his activities.

– *Bar Camp*, or *anti-conference*. The essence of the method is that everyone becomes not only a participant but also an organizer of the conference. All participants come up with new ideas, presentations, suggestions on a given topic. Next is the search for the most interesting ideas and their general discussion. One of the most productive pedagogical technologies is an interactive game, which creates optimal conditions for self-realization and development of students. Its purpose is to change and improve the models of activity and behavior of the subjects of pedagogical interaction, and their conscious assimilation of these models. Interactive games promote activity and social development, create a magical world where everyone accepts its laws and norms. Students do not hide their emotions, communicate freely with the participants of the game verbally and nonverbally, make decisions, try different roles.

During the game there is an interaction that supports the development of personality and socialization, allows you to determine the development and integration of knowledge and skills that are already available to students. Active

participants in the game learn more intensively, motivate themselves more, but those who focus on the leader - vice versa. Interactive games help children to establish contact with each other faster, the game helps to increase the pace of reaction, gives the opportunity to express their emotions, both negative and positive. The list of topics for interactive games is endless: the study of your body, seasons, colors, mood illustrations, mutual feelings, friends or family, home or classes, gifts. Games can also be held as genre productions, improvisations. The main areas in which to implement game situations during the lesson are the following:

- Didactic goal is set in the form of a game task;
- Learning activities are based on the rules of the game;
- Educational material is used as a means of play;
- The element of competition is included in educational activities, and the didactic task becomes a game;
- Successfully completed didactic task is associated with the results of the game.

In order to properly combine the elements of play and learning, to determine the place and role that are given to game technology in the learning process, the teacher must understand the classification and functions of pedagogical games. There are four main features of such games:

1. direct and indirect rules;
2. rivalry and emotional uplift;
3. active, improvisational, creative nature of activity;
4. free developmental activity, which is undertaken only at the request of the student.

- *Didactic game* is one of the most effective ways to arouse a lively interest in the subject. The inherent desire of children to play should be used, to direct it to the solution of various educational and training tasks. For the game to be interesting and accessible to students, the teacher must think it over and prepare it well, the rules of the game must be clear and concise. How effective the game will be depends on the teacher's interest and emotional attitude to the game, the course of its development and the result. How effective a didactic game will be depends on how systematically it is used, what is the purpose of the game program.

- *Learning how to speak Perfect English*. Students learning English as their Native language or as a second language always ask the question "How do I learn to speak perfect English?" Learning both grammar and pronunciation, is the best way to do this. Both form an excellent foundation for speaking perfect English. While the concept of perfect English is more an abstract one having no proper definition, those who speak English using proper enunciation and grammar are notably distinct and stand out as persons speaking perfect English. It is also despite the implied effects of one's own vernacular.

When learning to speak and write for your perfect English, merely listening to others speak English is insufficient when improving one's English pronunciation. It is only part of the equation. Confidence plays a significant role in learning to speak proper English. Students must always resist the urge to give up in the face of making

mistakes. Perseverance and confidence are essential to perfecting English as this will serve to motivate one to continue despite making errors.

Another useful trick in one's arsenal of English learning tools is to *use a dictionary*. It should not be confused with a thesaurus, which translates an English word or term into one's native language as many words in English do not have a clear and distinct translation into other languages. A dictionary, on the other hand, will undoubtedly define the term and enable students to understand the meaning of a particular word. Once the meaning is understood it is much easier to identify and translate it into one's native language.

Practising pronunciation is crucial to speaking perfect English. Employing phonetics and the phonetic alphabet is an excellent way to develop one's pronunciation as it uses letters and symbols to illustrate word and letter sounds in the English language. An excellent resource for learning proper pronunciation is the internet. Websites such as tv-english club are of immense help for students looking to improve English pronunciation and speak perfect English. English Club TV or ECTV is a website committed to helping students improve all aspects of English, from grammar to pronunciation and even improving listening and conversational skills. The method also uses vocabulary expanding techniques. Day by day, students have to learn more and more English words. With the introduction of new words, a student may think that he may not be able to grasp every word even though he or she learns English for the whole of their life. But qualified teachers use comprehensive exercises to make them understand new words via fun filled activities such as completing puzzles, scrabble, engaging in word searching games, quizzes, and other games.

*Interactive teaching methods* contribute to the independent search for information and the implementation of educational needs through practical activities, and are focused on the dominance of students' cognitive activity in the process of forming professional competencies. Their use involves modeling life situations, solving professional problems according to the analysis of the circumstances and situations. Interactive methods are based on the interaction schemes «teacher = student» and «student = student». That is, now not only the teacher attracts children to the learning process, but the students themselves, interacting with each other, affect the motivation of each student. The teacher only serves as an assistant. Its task is to create conditions for children's initiative. Interactive teaching methods (for example, learning games) contribute to the independent search for information and the realization of educational needs through practical activities, focused on the dominance of cognitive activity of students in the formation of professional competencies. Their use involves modeling life situations, solving professional problems according to the analysis of emerging circumstances and situations. In accordance with the aspects of the systemic, synergetic, personal, activity, competency-based approaches and based on the analysis of existing scientific and pedagogical works on the research problem (E. Zeer, N. Dvulichanskaia, I. Zimniaia, M. Iliazova, E. Kahakina, M. Krupina, O. Kurlyhina, A. Markova, L.



Mitina, Yu.H. Tatura, Yu. Frolov, A. Khutorski, T. Chekalina, V. Shadrikova and others) identified the following components of the professional competence of university students: value, organizational and motivational, knowledgeable, operational-active, individual psychological, social, evaluative-reflective, corrective. Based on the formation of the components of professional competence, all interactive teaching methods are systematized as follows [11; 12; 13]:

- organizational and motivational (discussion, role-playing game, dialogue, etc.);
- cognitive (demonstration of experiments, presentation, interactive game, analysis of specific situations, organizational and mental game, heuristic conversation, «round table», etc.);
- operational-activity («brainstorming», case method, project method, lecture, seminar, practical and laboratory classes of a problematic nature, lecture-visualization, conference, organizational-activity game, business game, modeling of professional situations, etc.);
- socio-psychological (method of cooperation, psychological training, warm-up, collective solution of creative tasks, etc.);
- assessment and reflexive (competition of practical works with their discussion, group discussion, exercises, tests, laboratory workshops, etc.); corrective (work in small groups, etc.).

Thus, the proposed classification of interactive methods contributes to the formation of professional competencies of university students. And the best way for teaching and learning English for future specialists in agriculture is mixing both, active and interactive methods.

The communicative approach combines traditional and interactive methods and techniques of organizing activities in teaching foreign languages. According to SB Suvorova, interactive learning is seen as a way of learning, carried out in the form of joint activities of students. Interactive learning is based on the student's interaction with the learning environment, the learning environment, which serves as an area of learning experience; based on the psychology of human relationships and interactions. This is learning, understood as a joint process of cognition, where knowledge is extracted into joint activities through dialogue, polylogue"[14, p. 34]. She provides a classification of interactive teaching methods based on communicative functions, which divides them into three groups: discussion (dialogue, group discussion, analysis and analysis of life situations); • game (didactic games, business games, role-playing games, organizational activities); • psychological group of interactive methods (sensitive); and • communicative training (empathy).

Just as interactive approaches, we can distinguish interactive lectures, role-playing, simulation, educational games ("Student as a teacher", "Everyone knows everyone", "Interview"). Active mental activity of the student involves tasks "A dozen questions", "Choice", in which the student demonstrates individual perception of the world around.

Interactive teaching methods give students the opportunity to take an active

part in the educational process, form and develop their cognitive activity. As correctly noted in the article by E. Petrashunas "Interactive technologies in the formation of language competencies of students" interactive approach is the basis of the principles of building a business game, as they include integration of content, scientific methods, didactic goals, forming the interactive nature of professional competencies [ 15, p. 52]. The game allows you to go beyond the traditional practical lesson, and not only in a foreign language. This form of organization of the learning process expands the opportunities of both teachers and students, and stimulates students to communicate, to dialogue in a foreign language within the group, allows each student to personally meet and experience the realities of foreign language communication without leaving the school. Role-playing games have a number of advantages in comparison with traditional forms of conducting foreign language classes in a non-language university:

1. Role play achieves a higher level of communication than traditional learning, because role play involves the implementation of specific activities (project discussion, participation in a conference, conversation with colleagues or classmates) [16, p. 156].

2. Role play is a collective activity that involves the active participation of the whole group and each member of the group individually.

3. Completion of various tasks leads to a concrete result, due to which students have a sense of satisfaction with joint actions and a desire to solve new problems. When using role-playing games in the process of learning English in high school, there is a simulation of natural foreign language communication.

The success of a role-playing game depends on clear modeling: both the plan-content and the plan-expression. In direct preparation of the role play, the teacher processes the material provided by the students, determines the type of game, the composition of participants, the goals of each project participant, plans possible ways to achieve them, predicts problematic situations that may arise in solving problems, specifies the place of communication at prepares the necessary props.

Learning a foreign language can be problematic both in form and content. There are three levels of problematization of the content of foreign language teaching: linguistic (problems related to phonetics, vocabulary, grammar); communicative (problems related to the types of speech activity); spiritual-cognitive (it is at this level you can create a full-fledged problem situation, which aims to develop educational, cognitive, professional and creative activities of students by means of a foreign language). Recently, such forms of learning have been used as active group classes aimed at gaining students' experience in applying concepts in model standard and non-standard situations; training (special system of exercises) on the development of students' creative working well-being, emotional memory, attention, imagination, imagination.

Advantages of interactive learning methods:

- learning becomes individual, taking into account the personality, interests and needs of each student;
- there is an opportunity to capaciously and concisely present any amount of

educational information;

- visual perception is improved several times, the process of learning material is greatly simplified;
- students' cognitive activity is activated, they gain theoretical knowledge and practical skills.

More and more teachers and methodologists now use Spoken English Teaching Techniques on classes. Instead of written practices, in this way students can effortlessly keep in mind the usage of words and their different meaning. Teachers play the role of a facilitator with this method and supply and encourage methods where students participate in talking and express ideas in English. Discussion among children, individual and group presentations, singing, dramatizing and many such methods can increase the vocabulary strength of students without forcing them to engage in rote practices.

In the classrooms, teachers ask students only to use English when they are talking and engaging in other classroom activities. It is called English Only Policy. The system allows students to use English the whole day. Students voluntarily engage in English conversation exercises keeping a check on the components of Grammar in their speech. Spoken English Only Policy teaches children to pronounce words correctly, use grammar and the right words in their sentences.

Also, the importance of *listening* properly and understanding what others say is taught in classrooms. Listening to audio and video tapes, speaking with native English people, listening and watching videos recorded on English people, listening to English news broadcasting, responding in English after the hearing, and reviewing past grammar and English papers are some of the methods being used to enhance the students' English listening skills.

Reading and Writing does not take a backseat in the classroom even though much importance to communicative methodology is given. Instant paragraph writing, writing formally as well as informally, resume and letter writing and many other techniques get the full attention of students and make them write in various ways. Students receive writing lessons according to their level and skills. Their interests, hobbies, approach and so on are taken into consideration when assigning writing exercises.

*Visualization* in the methodology of language learning allows to create conditions for sensory perception of information. It increases the effectiveness of learning, helps to meaningfully master the language elements, as well as to do so with great interest. At the moment, the importance of visualization is seen in the fact that it develops students' cognitive activity, awakening their interest in language classes, as well as expanding the amount of material learned. In addition, visualization can reduce fatigue, develop creative imagination, mobilize willpower and facilitate the whole learning process as a whole [17, p.115-124].

Visual teaching methods are teaching methods in which the assimilation of educational material in the learning process depends on the use of visual aids. These methods promote the development of memory, thinking, imagination.

Mental communicative map is a way to present grammatical structures, as well

as their practice. Its advantage is a clear logical structure and attractive design. Mental maps can be used to teach basic grammar structures as well as more complex ones for advanced learners. The following principles are taken into account when compiling logical-communicative reference schemes:

- Principle of accessibility of content - language material should not be too complicated;

- The principle of image accessibility - students get used to certain signals that express a grammatical or lexical phenomenon, and identify these signals with their inherent meaning;

- The principle of arranging information in a logical order.

The use of visualization in learning allows you to learn to perceive more deeply the phenomena, processes and objects of the world around him, creating ideas that correctly reflect the objective reality, at the same time the phenomena are processed and synthesized according to educational requirements. Students perceive the material that has been presented more clearly through visualization. In addition, clarity is able to activate mental activity, arousing their interest in the process of learning in pairs. Visibility is also able to expand the amount of assimilated material, reduce fatigue and develop creative imagination, it activates the willpower and simplifies the whole process of learning English.

Schemes can be used at any stage of the lesson (activation of knowledge or introduction of new material, consolidation or control of acquired knowledge) and they are the best way to develop pronunciation, lexical and grammatical aspects of speech. Information on the topic of the lesson can be divided into several sections: 1) General information about the country; 2) Geographical location; 3) Economics; 4) Population; 5) Political and administrative system.

Such a reference scheme creates a good basis for repetition, both in terms of the order of presentation of the material, and in the use of lexical units and grammatical constructions in the presentation of phrases. Compilation according to the reference scheme orients students to a systematic presentation of the material, instills skills in working with reference materials, focuses on the use of frequency structures. The scheme attracts with its ease of assembly (this can be done by any teacher or student) and ease of application, as it can be introduced to students using a blackboard, computer, interactive whiteboard. The use of this technology helps to increase the creative potential of students, the development of speech, thinking.

Learning methods are a prerequisite for successful learning of any foreign language. English is one of the subjects that students master in the process of active speech activity, such as speaking, listening, reading, or writing letters or translating texts (both to improve general knowledge and professional texts). That is why visualization can encourage not only to study grammar, but also to use it in communication as often as possible, to create an atmosphere of real communication.

Working in small groups is one of the most popular strategies, as it gives all students the opportunity to participate in work, practice skills of cooperation, interpersonal communication (in particular, the ability to actively listen, develop a common opinion, resolve differences).

The method "Modeling of production processes and situations" involves the simulation of real conditions, specific specific operations, modeling of the corresponding workflow, creating an interactive model, etc.

Training (from the English train - to educate, teach, accustom) - is the process of acquiring skills and abilities in any field by performing sequential tasks, actions or games aimed at achieving the development and development of the required skill.

In modern science, there is also the concept of interactive games for learning English by students of technical universities in their independent part of education. The main possibility of using interactive methods in independent work is to organize group work of students. Stimulating close communication between students leads to the formation of skills of social behavior, mastering the technology of teamwork. Working in a group is impossible without the ability to make quick and constructive decisions, take responsibility, communicate with other people and resolve conflict situations.

According to some psychologists, group assignments are possible insofar as there are conditions in which students are forced to help each other succeed and "push" their peers to do so. Positive interdependence creates relationships that are based on mutual stimulation.

When creating a group to perform extracurricular independent work, the teacher must:

- clearly indicate the purpose of the task;
- instruct students about the stages of the task;
- explain to the students what the interaction of the group members should be like in order for the set goal to be achieved;
- Advise students in case of questions on the merits of the assignment or to strengthen the relationship between group members.

At the same time, counseling between students and teachers during the development of the program can be carried out directly in the classroom, and with the use of off-line and on-line technologies.

When using interactive methods, the role of the teacher changes dramatically, ceases to be central, he only regulates the process and deals with its general organization, prepares necessary tasks and formulates questions or topics for discussion in groups, gives advice, monitors time and order of the plan. The use of interactive forms and methods of teaching in the process of learning at the university will allow you to purchase:

- experience of active mastering of the content of future professional activity in interrelation with practice;
- development of personal reflection as a future professional in his profession;
- mastering new experience of professional interaction with practitioners in this field;
- development of communication and interaction skills in a small group;
- formation of value-oriented unity of the group;
- encouraging flexible change of social roles depending on the situation;
- adoption of moral norms and rules of joint activities;

- development of skills of analysis and self-analysis in the process of group reflection;
- development of the ability to resolve conflicts, the ability to compromise;
- non-standard attitude to the organization of the educational process;
- formation of motivational readiness for interpersonal interaction not only in educational, but also in professional situations.

Organizational forms of the educational process are changing, the number of independent work of students is increasing, the number of practical and laboratory classes, which are research in nature, are spreading classes outside the classroom. The emergence of information technology in the educational process entails a significant change in the usual functions of the teacher, who, like his students, now acts in new roles: researcher, organizer, consultant.

The use of interactive technologies in the educational process helps students to achieve a smooth transition from the acquisition of lexical speech skills to their inclusion in independent communicative activities at a higher professional level.

Unlike games in general, a pedagogical game has an essential feature - a clearly defined goal of learning and a pedagogical result corresponding to it, which can be substantiated, explicitly identified and characterized by an educational and cognitive orientation. Thus, the essential difference between game methods is that they are based on game elements, connections, relationships. In pedagogical practice, the technology of classes in the form of games has been developed and applied. The main models of the game, which are most actively used in pedagogical practice: business, organizational - activity, role-playing, imitation. However, this does not mean that teaching should only be done through games. As is known from the methodology of teaching foreign languages, learning can only be effective and efficient when the teacher is able to use all existing methods in the aggregate, depending on the goals and objectives set by it. I would like to note that almost all we know language or speech exercises in their essence and in their "origin" - playful, however, over time, due to their "batteredness", the frequencies of use have lost their game component. Therefore, any exercise familiar to us, presented in a new way, already carries an element of the game. Interactive teaching methods contribute to the formation of motivation to learn a foreign language. Learning foreign languages – interaction, cooperation between teacher and students.

All active and interactive teaching methods are designed to solve the main task– to teach students to learn. That is, the truth should not be presented "on a saucer." It is much more important to develop critical thinking based on situation analysis, independent search for information, building a logical chain and making a balanced and reasoned decision.

The life cycle of modern pedagogical technologies is shorter than the professional activity of the teacher, actualizes the need to study the essence of innovative pedagogical activities and the implementation of ways to improve the preparation of future specialists for its implementation.

In recent decades, studies on pedagogical innovation have been intensified. Interest in the problems of innovation, the allocation of them as important directions

of modern scientific thought is due to the growth of the dynamics of innovative processes in society, which characterize its transitional state of modernization and reform.

In modern studies, such aspects of innovation are analyzed:

- problems of the general theory of innovation;
- aspects of innovative activities in the context of training specialists in high school;
- questions of the introduction of pedagogical innovations;
- problems of determining the structure of innovation;
- issues of innovative pedagogical activities by teachers practitioners;
- determination of the stages of the practical development of pedagogical innovation;
- analysis of innovative processes in education;
- theoretical substantiation of innovative pedagogical technologies [3].

Despite the large number of studies in the field of pedagogical innovation and currently there are no uniform approaches to the definition of the concept of "innovative pedagogical activity".

Integrated and comprehensive understanding of the term "innovative pedagogical activity" requires the analysis of each constituent concept of the indicated concept.

So, in the psychological and pedagogical dictionary edited by E. Rapatsevich concept is considering as "active interaction with the surrounding reality, during which a living being acts as a subject, purposefully affecting the object and that thus satisfies its needs" [10, p. 169].

Among the wide range of interpretations of the concept of "pedagogical activity", we closest to the justification of its essence I. Zima, which understands the educational and educational influence of the teacher to the student, aimed at his personal, intellectual and activity development, simultaneously performing the basis of its self-development and self-improvement [5].

According to Z. Abasov, innovative activity is a manifestation of an incoming personality activity, the exit of a subject beyond this situation, beyond the framework of the initial, regulatory activities. In this case, the teacher's pedagogical position is changing, there is a transformation in its professional and personal installations, motives, objectives, operating, reflexive components of its work, in the subject and object of pedagogical impact - students "[1, p. 98].

The generalization of scientific approaches to determine the essence of innovation activities made it possible to formulate several scientific approaches. So, the activities analyzed by the researchers are considered as:

- understanding of fast processes;
- formation of a new type of thinking;
- personal understanding of professional activities in the system of other activities;
- comparison of the results of the realized quality of activity with the planned;
- knowledge of modern activities [10].

On the basis of the concepts considered, it is advisable to apply to the rationale for the essence of the term protruding the object of this study. Thus, within the framework of this study, under innovative pedagogical activities, we will understand the special kind of creative activity of the teacher, which is aimed at updating the educational system. Analyzed type of activity is the result of human activity, which manifests itself not only in the adaptation to the conditions of the external environment, but also, first of all, in changing this environment in accordance with personal and public needs and interests.

In this key, it should be emphasized that the activity analyzed by us is not only in the presence of the ability to solve certain educational tasks, but also motivational readiness for finding the optimal solution to the tasks outside of external control.

Indicators of innovative pedagogical activities, the following are allocated:

- the variability of the teacher's activity;
- possession of creative activity methodology;
- possession of pedagogical research methods;
- the ability to generalize, analyze and the practical application of the experience of creative activities of other teachers;
- the ability to cooperate and mutual assistance [9].

The implementation of innovative pedagogical activities, according to modern researchers, is based on the following principles:

- integration of education;
- differentiation and individualization of education;
- democratization of education.

Accounting for these principles provides for a change in the nature of the education system, approaches, contents, methods, forms, teaching technologies and education [4].

Having considered the essential aspects of innovative pedagogical activities, it is worth emphasizing that its implementation is impossible without knowing its structure.

An analysis of theoretical sources in the field of pedagogical innovation suggests that at the present stage in this scientific industry there is no single approach to the determination of the components of the structure of innovative pedagogical activities. So, in view of what was said, it is necessary to refer to the consideration of several scientific approaches to identify the structure of the activities analyzed in this study.

Most scientists share the opinion that innovative pedagogical activities are multicomponent [2].

Analysis of the theoretical concept suggests that, according to a scientist, innovative activity is a holistic hierarchy of structures, within which:

1. A workforce, including a set of components: motifs, goals, tasks, contents, forms, methods and results;
2. Subject structure, which includes the activities of all participants in the innovative educational process: administration of educational institutions, teachers, scientists, students, parents, consultants, experts, and others;



3. The level structure, which includes the innovative activities of the subjects of innovative development at the international, federal, regional, district and local educational levels;

4. The substantive structure, components of which are the stages of the introduction of pedagogical innovations;

5. Structure of the life cycle of innovation, including their occurrence, development, maturity, development, distribution, saturation, routinization, crisis and modernization;

6. Management structure implying interaction of planning, organization, manual and control;

7. The organizational structure, the components of which are diagnostic, prognostic, organizational, practical, generalizing and implement stages of the development of innovation [7].

V. Slavinin determines the three-level structure of innovative pedagogical activities, components (levels) of which are:

- reflection;
- creative-converter;
- crection [10].

Analysis of other scientific approaches allows to determine the overall structure of innovative pedagogical activities. To its components, we will take the following:

- personal-motivated processing of existing educational projects, their interpretation of the teacher, the dissection and classification of problem pedagogical situations, an active search for innovative information, familiarization with innovation;

- an independent analysis of the teacher of its capabilities regarding the development or development of innovation, the decision to use its use; formulating goals and key conceptual approaches for the use of innovation;

- forecasting changes, difficulties, means of achieving the goals and objectives, the results of the implementation of innovation;

- discussion of ways to introduce innovations with colleagues, administration, participants in the experimental approbation of innovations;

- formulating the concept and stages of experimental work on the introduction of innovation into the practical activity of the educational organization;

- implementation of practical actions to introduce innovation and tracking its development in the educational environment;

- control and correction of the process of introducing innovation;

- assessment of the results of approbation of pedagogical innovation, reflection [9].

Consideration of the main approaches allows conclude that the structural and functional components of innovative pedagogical activities are in close cooperation, forming a holistic dynamic system.

Summarizing the above, conclude that innovative pedagogical activities are modern researchers in various aspects, namely:

- both developing, mastering and using innovations;
- as a way outside of regulatory activities;
- as an ability to generate ideas, their embodiment, analysis and production;
- as the highest degree of pedagogical creativity, invention, the introduction of a new one in pedagogical practice;
- as an experimental and search activity of teachers in order to develop, experiment, testing, implementing and applying pedagogical innovation.

Many approaches to determine the essence of innovative pedagogical activities and the definition of its structural components justify the need to develop a unified scientific system, which actualizes further scientific research in this key.

Innovative activities covered almost all structural links, education subsystems, since this is recognized as the leading condition for the renewal of education, the basis of its further development.

Teachers see in the concept of "innovation" two main components: this is something new compared with the previous one and this new is aimed at improving the quality of education. In general, the essence of the definition is indicated quite true. In a modern understanding, innovation is "manifestation of new forms or elements of something, as well as the newly formed form, element." Synonym for innovation is the concept of "innovation".

Pedagogical activity, based on the understanding of its own pedagogical experience with the help of comparison and studying the educational process in order to achieve higher results, obtaining a new knowledge, introducing new pedagogical practice, is a creative process on planning and implementing pedagogical innovations aimed at improving the quality of education. This is a socio-pedagogical phenomenon, reflecting the creative potential of the teacher. Innovative activity is unthinkable without developing the teacher of their professional skills, reaching the peak of their vocational maturity.

There are various classifications of innovator teachers. According to the nature of innovation, the creators and implementers allocate. The first are the authors of innovations. The second organize the process of its development.

The concept of "innovation" invests the following meaning: "Innovation applies not only to the creation and dissemination of innovations, but also to transformations, changes in the form of activities, the style of thinking, which is connected with these innovations" [11].

Many authors have created works on pedagogical innovation, such as M. Burgin, V. Pontaghansky, S. Polyakov, V. Polonsky, M. Potashnik and others, the concept of "new in pedagogy" correlate with such characteristics as useful, progressive, positive, modern, advanced.

The main value of the term characterizes the active, conscious action of a person with hope for good luck in the face of uncertainty of the actions. At the same time, volitional qualities are noted. The second interpretation takes into account the unfavorable outcome of the events with the same accentuation of attention on the qualities of the person - courage, courage, determination, enterprise.

The risk is a rather complicated phenomenon inherent in any field of human

activity associated with many conditions and factors affecting the positive outcome of decision-making solutions. This is more often an action associated with overcoming uncertainty on the way from a goal to the result, with a possible adverse outcome or consequences. Currently, an active study of the risk problem is underway. Modern risk management is focused on risk management, the ability to analyze and assess the risk to prevent, avoid or minimize the risk of activities of the subject. Since in each of the sciences or areas of activity, its peculiar risk is considered, the uniform classification of risks does not exist.

Risks can be divided into: strategic, physical, risk of mismatch, dispositional, technological, risk of inconsistency and risk of inaction.

Considering the risk system that teachers may be subject to innovative activities, we consider the teacher as a subject of innovation, creating a special social space, which ultimately determines the course of innovative development, direction and result. Innovative activity acquires meaning when the effectiveness of the desired result exceeds the possible risk in achieving it. The probability of obtaining the results of innovation, in which the goal is not achieved, is called an innovative risk or risk of innovation.

The consequences of risks can manifest itself both on the personality of each of the participants in the innovation process and on their relationship.

Since pedagogical activities are often carried out in conditions of uncertainty (especially in the process of communicating the teacher with students), it is closely related to the risk of adopting a teacher inadequate to this situation, and therefore with the ineffectiveness of pedagogical impact. Any extraordinary teacher's decision is associated with risk, therefore it will be accepted or not, depends on the readiness of the teacher to risk.

The optimal level of readiness to risk is the result of a teacher's professional development strategy, involving the self-improvement and self-implantation of the teacher. Increasing the level of such components of self-consciousness, as self-efficacy, self-imministration, self-esteem, self-interest, is a psychological condition for optimizing the readiness for risk at teachers [14].

Thus, it is impossible to avoid completely risk in innovation, as innovation and risk are two interrelated categories, but as we see, they need a teacher for full vocational and personal development in the modern world.

A significant indicator of educational innovation is a promising start in the development of the university, the introduction of changes in the modern system. In particular: new approaches to the structure of the basic curricula; Modern curriculum; high-quality educational and methodological support for each subject; other approach to modeling classes and evaluation of students and teachers; To the recognition of the advantages of the learning process.

In order to achieve the effectiveness of the innovation introduced, it is important to realize what they need, whether they will benefit society, whether there is a need for their introduction, etc. The following requires taking into account the factors of innovation needs, in particular:

- ✓ the creation of new educational institutions in type and form leads to their

competition and requires high-quality training, which is possible to implement only through the innovation system;

✓ a change in the list of educational items, the combination of several items in one requires not only the correction of the content of education, but also to continuously update learning technologies;

✓ the development and improvement of innovative activities of teachers, including the development and application of modern pedagogical technologies and aimed at the formation of both the competence of teachers and students;

✓ changing the role of the teacher, which from the knowledge translator should go to the role of the partner, the creator of the competencies of students.

Modern teachers are associated with the use of various educational technologies in the educational process, among which the most popular innovative technologies can be distinguished.

1. Information and communication.

2. Personally oriented technology in the teaching of the subject.

3. Information and analytical support of the educational process and managing the quality of students' education.

4. Monitoring of intellectual development.

5. Educational technologies.

6. Didactic technologies based on the development of the educational process of the university.

7. Psychological and pedagogical support of the introduction of innovative technologies in the educational process of the university.

Innovation occupy a special place in the education system, as the social institution and the readiness of teachers to innovative transformations, is an important condition for the modernization of education. From the readiness of teachers, to accept and realize innovation largely depends on the quality of the educational services provided and, as a result, the result of education. However, in the scientific literature there is not enough research confirming the need to form the preparedness of teachers to innovative transformations in educational and professional activities.

Innovative activity must meet standards. To identify the degree of effectiveness of innovation activities, criteria are needed, without which an objective assessment of the innovative activities of the university is impossible.

The main criteria of innovation are:

• compliance with the tendencies of the development of society, its social order;

• the effectiveness and effectiveness of pedagogical activities;

• optimal consumption of forces and means of both teachers and students;

• stability of the results of the educational process;

• the presence of novelty elements in the educational process;

• the relevance and prospect of innovation;

• Compliance with modern achievements of pedagogy, psychology and techniques.

• To make changes to the education system, engage in innovation activities,

you need to rely on the experience gained earlier, to consider the dynamics of the development of innovative education, starting from the moment of the emergence and further spread of innovations in order not to make mistakes of past years.

Knowledge of the criteria for innovation and innovative universities and innovative training is all the terms of the innovative movement in education, which is aimed at the formation of a competent personality.

Today it becomes obvious that inevitable changes occur in public life. The transition to the post-screw stage of the development of society, accompanied by the rapid dissemination of information technologies in all spheres of life, requires rethinking the established approaches to education and search for new ones.

Therefore, a qualitatively new educational system can be created, capable of designing and reproducing all wealth of phenomena and ties of the material and spiritual life of society.

Human readiness for effective activities is considered in the theory and practice of education as a condition for successful performance, as election activity, as an identity relationship, as a complex of abilities, including various properties and quality of personality in the structure. The readiness for innovation to know, possess the qualities and abilities that ensure the organization of the educational process in development. The readiness of teachers to innovative transformations in educational and professional activities is considered as the necessary component of personality-professional development, which ensures the formation of new moral and humanistic positions, qualities, continuity of the growth of vocational education.

The objectives of education relate to historically socially variable ideals personality and educated person. The objectives of society and the objectives of students are also associated with each other: the less educated person is educated, the more spontaneous goals with public and pedagogical purposes. The removal of this contradiction involves a gradual rapprochement and, ultimately, the coincidence of the personal meanings of the activities of participating in the formation of the parties. In this regard, the analysis of the trends, which, originating in the last century, can have particular relevance and significance, which in the present century, which have a significant impact on the formation of the education system.

In modern conditions, the modernization of education before the pedagogical community is updated with new targets for the implementation of professional activities in the search for new content of education, innovative teaching technologies, on the basis of which conceptual thinking of students can be formed and the choice of conceptual grounds for their future professional activities, the opportunity for students to learn, making it , solving problems, critically analyzing a variety of points of view.

The objects of innovation in the education system the objectives, forms of organization and structure of the educational process, teaching technology, subject interaction, etc. From the point of view of belonging to one or another part of the educational process, allocate the following groups (or types) of innovations:

- in the content of education;
- in techniques, technologies, methods of the educational process;

- in the organization of the educational process;
- in the management system of the general education institution.

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In the analytical model of the modern personality, significant features of the personality of the innovative type are identified: openness experiments, innovation, changes; readiness for pluralism of opinions, recognition of the existence of different points of view without concerning the change in its own vision of the world; orientation on the present and future, and not for the past; confidence and ability to overcome the obstacles created by the life; planning for future actions to achieve goals, both in public and in personal life; faith in the ability to regulate and predict social life; a sense of justice based on confidence in the relationship from deposit and skill; high value of education and training; respect for the dignity of others, regardless of the status position. [12]

In the field of education, the efforts of the world community are focused on the resolution of the following contradictions: between general and private: the gradual transformation of a person in a citizen of the world without losing their roots and with active participation in the life of the nation and its regional communities; between traditions and modern trends: adaptation without denying its own roots, dialectical communication of independence with freedom, technical progress management associated with the development of new information technologies; between a significant increase in information and the possibility of a person to learn it; between rivalry in achieving success and desire for equality of opportunities in the field of economics, social development and education; between the market economy and socially oriented market society.

In addition, three leading education principles should be attributed to the main elements of training: learn to acquire knowledge; skill work; Learn to live.

In the context of scientific program and the development of new forms of economic and social activities, the most optimal is the combination of broad general cultural education with a deep development of specific highly specialized knowledge. In the modern world, a common cultural level is a foundation for continuous education throughout life.

The priority task of adult education is to provide a person with a complex of knowledge and skills necessary for active creative and bringing life satisfaction in a modern dynamically developing society. It is about the constant, incessant human development as an employee, a citizen, personality, individuality throughout his life.

The ability of people to the initiative becomes in modern conditions a more

significant development factor, rather than operating material resources, so competitive struggle focuses not around the problem of possession of material resources, but for the ability to rapidly update, the ability to innovation. Among the leading qualities of the personality of the employee, along with the competence, the knowledge of the case, the initiative, readiness for innovative changes becomes equally significant. And the mobilization of these qualities directly depends on readiness and ability to learn.

In a modern pedagogical tradition, the continuity of education is mainly considered in relation to all units of the educational system [3]. Under continuous education is understood as "stadium and holistic in its elements a lifelong process, providing the translational development of the creative potential of the personality and the comprehensive enrichment of its spiritual world. A wide understanding of the category allows you to analyze the most different forms and types of education from informal to informal, from children-youth before the formation of the "third-age". It should be noted that in the proposed wording to a greater extent, an adult period in the life of a person will be emphasized.

Y. Kulytkin is considering continuous education in two aspects: 1. organizational and pedagogical as a "actually functioning and ever-developed system of state, public and private institutions, ensuring the possibility of general and professional education of a person on throughout his life "; 2. as "the most important socio-pedagogical principle that reflects the current tendency to build education as a holistic system aimed at the development of the person and the component of the condition of social progress." From this point of view, continuous education is an "element of the personality of the individual as a whole, the condition of the continuous development of intellectual potential in the temporary changing world"[6].

As they transition to a continuous, basic education, performing in the form of a universal mass, necessary and mandatory for each member of society, increasingly needed in addition to them with species, forms and methods of training that meet educational needs, especially different, the more activities differ, In which they arise. In this regard, the issue of large-scale innovative processes, social and pedagogical creativity processes is updated. Today it is not separate islands, but a mass phenomenon, the deep flow of pedagogical thought, one of the leading strategies for the development of domestic education.

The innovation was asked as an interdisciplinary area of research at the junction of philosophy, psychology, sociology, theory of management, economics and cultural studies.

The development of pedagogical innovation in our country is associated with a massive social and pedagogical movement, with the emergence of a contradiction between the existing need for the rapid development of education and the inability of teachers to implement it.

Most researchers determine innovative processes in education as a system that is actively responding to the challenges of socio-cultural reality and non-rejecting existing traditions makes fundamental changes in training, education and identity

development. In innovative processes, it is converted not only to the most pedagogical activities inherent in the means and mechanisms, but also its target attitudes and value orientations are significantly rebuilt.

The public adoption of innovative ideas in education can be implemented if the pedagogical interaction of all subjects of the educational process is provided.

As part of innovative education, conditions for the development of the individual are created, its right to an individual creative contribution, to personal initiative, to freedom of self-development.

Innovative educational processes are based on various forms of interaction that develop in the logic of restructuring the levels of self-regulation.

Considering the microstructure of the innovation process, scientists allocate the concept of the "life cycle" of innovations, which comes from the fact that the innovation is the process proceeded in time. In this process, the stages differing by type of activity ensuring the creation and execution of innovation are extended.

Innovation acts as specially organized activities, self-reproducing itself, so it claims a completely definite set of character characteristics, among which the authors distinguish:

- the need for change, the ability to escape from the authorities of the traditions, determining the development points and the social mechanisms adequate to them;

- the presence of creativeness as personal quality and creative thinking;

- the ability to find ideas and use the possibilities of their optimal implementation;

- systemic, prognostic approach to the selection and organization of innovations;

- the ability to navigate the uncertainty and determine the permissible degree of risk;

- readiness for overcoming constantly emerging obstacles;

- developed reflection ability, self-analysis.

In the field of education, they allocated the criteria parameters of the typology of innovation as the quality of professional-pedagogical culture:

- is innovation adopted as a personally significant value;

- is the approach to innovation shall be divided as the necessary social mechanism for the development of the education system;

- is innovation is understood as a holistic system of relations and specifically organized activities;

- is this attitude to the organization of own professional activities translated;

- to what extent in its own activity is assigned the specificity of its innovative organization.

The innovative process is to form and develop the content and organization of the new. It is a combination of procedures and funds by which scientific discovery or idea turn into a social, including educational innovation. An innovative process can be viewed as a process of bringing a scientific idea to a stage of practical use and the implementation of related changes in the socio-pedagogical environment. In general,



the scheme of the innovation process can be represented as follows.

Innovative processes include many components, but their simple amount is insufficient without structural connections and patterns characterizing the innovative process as a whole.

Holistic understanding of innovative processes requires disclosure of leading trends and contradictions in their development. Innovative processes uniting the creation, development and application of pedagogical innovations, due to their unity, can significantly speed up the processes of updating the education system as a whole. And it is not randomly the study and implementation of all three links of innovative processes, is increasingly included in the education system at different levels, right up to individual schools.

One of the important tasks of modern pedagogical innovation is the classification of innovations, the knowledge of which is necessary to the teacher in order to understand the features of pedagogical innovations, it is understood that they are combined and distinguishes from each other. It is usually believed that the laws are expressed by relations, and the classification and their private case - typology - only precede the discovery of laws. Modern studies in the field of science methodology show that classifications are also the laws of science, only having a different type.

It is important to lay the robust foundations of innovative pedagogical competence, set the vector of the further professional personal self-development of the teacher, including with the help of informal and informal education.

The organization of the educational process is the main training and professional activities of the teacher, so all innovations should be reflected and formed in the processes of training and training of students and can be directed to the change in technology, learning, forms of work in order to form professional competence, educational education. Building an innovative educational process is due to the following principles:

- principle of value orientation (formation of professional position);
- principle of flexibility (adaptability), (operational response to needs, challenges, changes in professional environment, accounting for employers' requirements, which increases the competitiveness of future graduates);
- the principle of conscious perspective (understanding and awareness of the nearest and future prospects);
- principle of intensification of training (the management of independent work of students in order to increase the activity and the formation of a continuing learning need);
- the principle of modularity, according to which the learning content is represented in the form of modules, each of which includes the requirements for the result, content, technology of training, organization of independent work, forms of control.

In the context of the global digitalization of all sides of public life in a substantial filling of the concept of "innovative competence", including "innovative pedagogical competence", increasingly acquires digital literacy, which is a set of

knowledge and skills necessary for the safe and efficient use of digital technology and resources, internet.

Digitalization of education has a significant impact on the content of the activities of vocational training teachers: new competencies caused by rapidly developing digital technologies appear.

The teacher should be able to apply modern technical training and educational technologies, including, if necessary, carry out e-learning, use remote educational technologies, information and communication technologies, electronic educational and information resources; Know the electronic educational and information resources necessary for the organization of educational, research, project and other activities of students, psychological and pedagogical frameworks and the methodology for the application of technical means of training, information and communication technologies, electronic educational and information resources, remote educational technologies and e-learning.

In this regard, the content of modern additional professional programs for university professors and colleges should include issues of applying digital technologies in the educational process, developing adaptive electronic educational resources, organizing pedagogical interaction with students in the Internet environment, etc. [8].

In connection with the requirements of the new digital reality, the development of innovative pedagogical competence of teachers of agricultural universities acquires particular relevance.

Innovative thinking as a component of pedagogical thinking is a cognitive formation, a specific intelligent tool, which provides a certain technology of the flow of mental processes, as well as the possibility of a teacher's implementation of cognitive and search activity.

The innovative activity of the teacher becomes the source of new ideas for students and increases their motivation to achieve success in learning activities. The organization of innovative student learning assumes that teachers should be able to not just strive for enriching their professional experience, but also be able to perceive and introduce innovations, develop the ability to create a new experience.

In the pedagogical literature there are two types of innovative processes in the field of education. The first type is innovation, which is largely spontaneously, without accurate binding to the most generating need or completely consciousness of the entire system of conditions, means and ways to implement the innovation process. The second type of innovation is innovation in the system of education, which is a product of a conscious, targeted, scientifically cultivated interdisciplinary activity. A generally accepted system classification of innovations in education has not yet been created.

Education as a social system should be flexibly adapted to changes in the social environment and, as a result, change and develop. From the readiness of teachers, to accept and realize innovation largely depends on the quality of the educational services provided and, as a result, the result of education.

The formation of an innovative culture of the teacher is implemented on the

basis of the development of innovative thinking in the process of implementing innovative behavior. In turn, innovative culture plays the role of the socio-cultural mechanism for regulating the innovative behavior of the teacher.

The person's readiness for effective activity is considered in the theory and practice of education from various points of view: as a condition for successful performance, as electoral activity, a configuring personality for future activities and representing the concentration or instantaneous mobilization of personality forces, aimed at the right time on the implementation of certain actions, as personality relationship.

The uncertainty of the parameters of social innovations and results allows you to imitate the required changes without the fact of their implementation. Social innovations have a closer connection with social relations, culture, a large scope of application, stronger dependence on personal qualities of innovators, the advantages are not so obvious and provisions. The subject of the changes, become the people themselves, their position, status, habits, relationships. As a result of innovation, there is a voltage caused by change, stressful situations are found.

Keeping all the generic features of innovative processes, pedagogical innovations differ from similar processes in other areas primarily by the fact that the object of exposure to innovation, the subject of their activity is a living, developing, who has a unique student's identity. It is on the improvement of the process of developing this person and any pedagogical innovations should be sent.

The structural and functional approach under the innovation culture implies an understanding of a certain system of material and ideal elements reflected in the consciousness and behavior of a person, unity with their real functioning.

Innovative culture of the teacher is advisable to consider as a professional phenomenon that is based on certain qualities and the views of the teacher and manifested in two levels: personal and professional.

The modern education system has accumulated a rich experience, which must be implemented in specific pedagogical activities, but often remains unclaimed, since most teachers and managers have no need for learning and applications, there are no skills and skills in ERO selection and analysis. In reality, teachers often do not think about the need and appropriateness of the analysis of their own pedagogical experience and experience of their colleagues.

The teacher should have great performance, the ability to restrain strong stimuli, high emotional status and desire to approach their work creatively. In addition, the teacher must have some special qualities. These include knowledge of new technologies, the ability to develop projects, mastering the latest learning techniques, as well as the ability to analyze and identify the causes of the existing shortcomings.

The strategy of innovative processes in the modern education of Ukraine provides for a substantial reorganization of existing pedagogical systems, understanding the values, objectives and content of their activities and the root transition from totalitarian unification, old stereotypes, inefficient templates and rigid forms to the creative initiative and individual responsibility of teachers in the design

and organization of the pedagogical process. We indicate that pedagogical innovation exists on two levels: theoretical and technological. In modern pedagogical science, a variety of ideas, theories, concepts, models of innovative pedagogical processes are sufficiently developed, which are not enough intensively

Innovations in pedagogy must necessarily provide for the design of the technological level of the implementation of the pedagogical theory. Such a break

Between fundamental studies and applied innovation is filled with pedagogical design - the main way, according to V. Sukhomlinsky, the unification of the pedagogical theory and practice.

The reasons for the low innovative culture of the teacher are the inversion of the theoretical foundations of the design and introduction of innovative-pedagogical technologies.

The main criterion of innovation is a novelty, which has an equal attitude to the assessment, both scientific pedagogical studies and advanced pedagogical experience. Therefore, for a teacher who wants to join the innovation process is very important to determine what the essence of the proposed new, what is the level of novelty. For one, it can be really new, for the other it is not. In this regard, it is necessary to approach the inclusion of teachers in innovative activities, taking into account voluntariness, features of personal, individual psychological characteristics. Several levels of novelty are isolated: absolute, locally absolute, conditional, subjective and distinguished by the degree of fame and application area.

The possibility of creative use of innovation in mass experience can be considered as a criterion for assessing pedagogical innovation. In fact, if a valuable pedagogical idea or technology remains within a narrow, limited application, due to the characteristics and complexity of technical support or the specifics of the teacher's activities, it is unlikely that we can talk about the pedagogical innovation in this case. The creative use of innovation in mass pedagogical experience is confirmed at the initial stage in the activities of individual teachers, but after it is approbation and objective assessment can be recommended for mass implementation.

The management of innovation activities is carried out in various forms. The basic principle of management is to support the teacher with various means, as educational (pedagogical studies, consultations, seminars, etc.), and material (various forms of surcharges, premiums, etc.) One of the most important points is to unfold among the process teachers Reflection and understanding regarding their own pedagogical activities. For any innovation, an innovative pedagogical activity of a particular teacher is assumed. Consequently, it is necessary to create conditions for pedagogical creativity, improving forms and methods of training and education, it is necessary to ensure variability in the selection of content.

A competence approach to the organization of the teacher's activities is, first of all, in the awareness that human professional activities cannot remain unchanged throughout his career and provides for a continuous increase in their professional competence. Modern approaches to the organization of the teacher's activities are asked by the logic and trends of the development of higher professional education: replacing the reproductive functional model of education by the competence model.

As a result of such a replacement, the formation of forms, procedural characteristics of education occurs. Accordingly, the teacher's position is changed: a teacher who is learned to be replaced by the teacher who is accompanied by the most important functions of which will be diagnosed and counseling. This in turn will increase the relevance of instructing and training technologies that contribute to a deeper assimilation of ways of activity. Based on such technologies, problematic, interactive, research technologies can be applied more successfully.

The innovative focus of the teacher is characterized by the presence of motivation of achievement. The motivation of the desire for success encourages teachers to activity, helps purposefully overcome difficulties, contributes to the development of personal and professional abilities. Motivation of achievements is one of the varieties of motivation of activities related to the need of an individual to achieve success and avoid failure.

In order to be formed by motivation predetermining success or to avoid failure, certain conditions of upbringing and environment are needed, as well as personal standards, self-assessment of the attractiveness of personal success failure in certain activities and individual preferences.

It is impossible to prepare a modern specialist who traditionally working teacher. Most of the teachers still retain a conservative approach to the transfer of knowledge to students who are not capable of independent work is becoming an increasingly serious obstacle to a positive public response, the Society is growing discontent with the highest school, the highest school investment is unattractive, innovatively slow. Situation is exacerbated by weak attempts to introduce innovative approaches to the process of professional training of future teachers of the university and into the system of advanced training and retraining of the faculty, which in practice it is predetermined by the episodic of innovation activities, its implementation by the "method of trial and error". In this regard, the need to prepare teachers capable of implementing innovative activities in education is updated.

This problem can be effectively solved in the process of retraining and improve the qualifications of higher education teachers in a self-learning organization. In a self-learning organization are created, acquired, knowledge is transmitted and saved. Most often, we are talking about creating in the framework of one organization, institutions, firms of a continuing training system aimed at preparing employees to solve innovative professional tasks.

Consider the concept of a self-learning organization. A self-learning organization is an organization that creates, acquires, preserves, multiplies and transfers knowledge, skills and skills. A self-learning organization is a model of the organization of the future, which quickly adapts to changes due to continuous training of personnel based on the constant increment of professional competencies in demand. A self-learning organization allows you to build the most productive forms of organizational cooperation of personnel, qualitatively transform its dynamic and structural characteristics and on this basis to increase the innovative susceptibility of the modern company.

Consider the concept of a self-learning organization. A self-learning

organization is a place that creates certain conditions that contribute to the preservation of the acquired knowledge, skills and skills, as well as to bring and transmit them to others. This is an organization that is adjusted to various changes due to continuous personnel training due to a systematic increase in professional competencies that are in demand.

This organization is changing traditional methods and forms of behavior, through their continuous update, which leads to innovation and competitiveness.

Innovative activity includes the following components, such as: motivation, creativity, technological components and reflexive, which are led by a teacher to innovative activities.

The motivational component is based on how the teacher refers to the innovations on its needs for innovation. The most important component that characterizes innovative activities is the creative component. This component shows the activity of the teacher in his professional activities. This component is sods with changes and introduction of various transformations to the already existing professional experience of the teacher. The technological component shows how technologically ready to implement innovation activities. Relaxing shows the ability of the teacher to evaluate its professional activities and its capabilities, on the ability to control the innovative changes that occur in the educational process, the ability to look for new ways to solve and improve this process.

In order to be achieved by the relationship between all the components of the functionality and structure, the teacher's subtype to innovation should be implemented in stages and should include an innovative process of transformation, as well as the process of professional self-development. Such activity includes the following steps: creative, motivational, technological, reflexive. Each of the stages listed includes the following components: goal, means and result. In turn, each of the listed stages is determined by such levels of development as: adaptive, basic, creative, professional.

Adaptive level. This level includes teachers who prevail an unstable attitude towards innovation. Teachers seeking to fulfill innovative activities partially leaving pressure from outside. Own creative activity is minimal; mainly it is associated with copying someone else's experience, foreign techniques, methods, forms, innovative technologies. On the part of technological readiness, there are their own developments here and applies their experience. The professional readiness is characterized by small knowledge and skills, minimal and does not always have due effect, used by teachers episodically.

The basic level includes teachers who are open to innovation; they have a positive motivation and are ready to apply everything new in pedagogy. In creative activity, there is a creative ability to imitate; here teachers use someone else's experience in a modified form, preventing its own elements into it, separate methodical techniques, without changing the techniques in training and education.

The ability of teachers to apply innovative technologies, the possession of knowledge on the basics of pedagogical innovation is one of the characteristics of technological readiness. If the teacher has formed an understanding of the need to

fulfill the reflection of its own activities and give a personal assessment by introducing innovations, then these qualities characterize reflexive readiness. At this level, the teacher understands and wants to self-improve and he has formed reflective knowledge and skills.

The next level we will look at is a professional. At this level, teachers have a certain desire to apply innovative activities. At a professional level, various professional tasks are solved quite successfully, in the design and use of various techniques, forms and methods. In the formation of the personality of the teacher, creative activity is manifested as a subject of innovation. Innovative pedagogical activities are carried out thanks to the use of knowledge and skills that are directly related to technological readiness. In innovative activities there is a constant search for solutions for the implementation of this activity. At this level, teachers are evaluating and professional activities are constantly being implemented, the success and disadvantages of this type of activity are systematically analyzed, which are associated with innovation. Teachers are actively self-improvement.

At the creative level, teachers are aware of the possibilities of innovation, in dire need of the exercise of the manifest need. Teachers have a creative approach in solving professional tasks, which are created by author's doctrines in education and methods of learning. Innovative activities can be carried out and adjusted at all stages of its manifestation: at the stage of analysis, planning, implementation of innovative actions, control. Innovative activity is successfully analyzed, and the data obtained are applied to increase its efficiency, and actively implements itself in innovation.

Having considered the levels of the development of each of the components of innovation activities, some principles of self-learning organization can be distinguished:

- The person is the most important bioresource in the development of the university, since it is he who makes the university competitive in the educational market among other educational institutions;

- In the professional activity of any teacher, creative activity is very important. There is a connection of listeners to the search for non-standard, something new, non-template, which can contribute to their self-realization in the creation of a new educational process, programming the innovative development of the university;

- The learning process is based on team education. Groups are formed, each of the members of this group should clearly imagine the purpose and objectives of the work that will need to be performed, as well as types and methods of activity to implement this work and the final result. All team members are involved in this activity in proportion to their interests and desires. Thanks to the joint activity, the team forms new levels of command interaction. The team may include teachers not only from various departments, but also of various faculties, this will not negatively affect team collaboration.

- Training is based on the personal experience and skill of each teacher; Teaching experience, building individual training graphs Taking into account the professional difficulties, which allows the distribution of pedagogical experience using the self-assessment of the learning and recognition of the value of self-

education.

- In group training, various methods and forms of training are used: professional trainings, analytical and design seminars, individual consultations, role-playing or modeling games, project development, round tables, discussions, etc., all forms and teaching methods should be associated with specific situations this institution. This will allow teachers to master innovative technologies.

- During classes, due attention is paid to the development of the ability of systemic thinking. Taking into account the educational process of the university as a system, students develop a holistic idea of the processes and phenomena taking place in the university, in the course of this they will be able to understand how all this can be carried out most successfully.

- In order for training to have guaranteed success, its effectiveness is achieved by performance and focus on the casual application of the knowledge gained and ways to solve problems in practice.

- In the learning process, a personal position of each of the participants is guaranteed. Each teacher can evaluate at what stage of professional development it is now, what is his place in the university, what is the further prospect and what resources necessary for this. Special importance is paid to each employee to determine for himself, how his personal activity and creativity affects the implementation of innovative goals and objectives of the institution.

The innovative activity of the teacher performs a phenomenon, which reflects the creative potential of the teacher. This term is relatively young, if we consider it from the point of view of its application to a general education process. Therefore, there are many different methods that explain this concept from a particular point of view.

Under the term pedagogical innovation understands various changes aimed at changing the technology of upbringing and learning to increase their effectiveness. At times, this concept is attached to a completely different meaning. Not only the creation and popularization of innovations, but also changes and reorganization with the help of thinking and in the field of activities that are associated with these innovations may be attributed to the concept of innovation. One way or another, it is something progressive, useful, advanced, modern and positive.

In modern socio-economic conditions, the professional activities of the university teacher are based on certain factors (social values and norms adopted in the teaching community, the role of the teacher in society, etc.) and new social conditions (globalization and commercialization of education, a change in the social status of the teacher and prestige profession, etc.). Analysis of the professional activities of teachers of the university dedicated to the study of many scientists [1]. The practice of higher education, as well as its own experience in the higher education system, shows that the professional activity of the teacher is carried out in the following aspects: pedagogical, organizational, methodological, scientific, innovative activities [2, p. 138]. In other words, in the professional activities of the university teacher, it is necessary to combine and integrate methodical, innovative and scientific activities. In addition, modern trends in the development of higher education and qualification



requirements for the university teacher are talking about nomination of scientific and innovative activities and the constant need to develop the scientific and innovative potential of the teacher.

Analyzing the structure of the scientific activity of the teacher, it can be concluded that university teachers can be divided into two groups: the first - with the prevailing scientific focus, the second - with the prevailing pedagogical orientation. Also in the structure of the scientific activity of the teacher, the constructive and gnostic components play a leading role, and in the structure of his personality, non-discursive, heuristic thinking, integrity of intelligence and long-term preservation of intelligent functions are dominated. It is important to note that the activities of university teachers are aimed at organizing not only their scientific work, but also scientific activities of students and graduate students, which helps him promise to plan collective research, to anticipate their results.

The first trend is associated with the nature of the implementation of scientific and innovation activities in the real practice of the university functioning. The traditional forms of scientific and innovation activities used there are more reproductive. With all this, the current conditions and requirements for the organization of scientific and innovation activities require the use of individual-personal forms of activities, orienting teachers for knowledge and rethinking their own experience, on the development of a personal pedagogical system, for the correction of different types of professional activities. The second trend is found in the teaching tendency to use well-known, justified forms, methods and techniques for innovative and scientific activities. It is clear that such "dedication" of the teacher does not contribute to the development of its scientific and innovative potential. The third trend is based on the existence of a contradiction between the scientific and pedagogical activities of the teacher. Indeed, if you bind the personal self-realization of the teacher through its inclusion in pedagogical and scientific activities, it is impossible not to see the differences in the relevant results, both in character and in content, and how to achieve. Actually, this indicates the need to resolve this contradiction by developing the scientific and innovative potential of the university teacher. The fourth trend is directly related to the definition of the driving forces of the development of the scientific and innovative potential of the university teacher. Practice points to superficial possession of teachers in knowledge of the preparation and implementation of scientific research; the use of the scientific literature focused on the formulation and simplifying innovative actions. It is clear that overcoming this contradiction requires the study by teachers of the specifics and features of scientific and innovation activities, the methods of its implementation in the practice of higher education.

Innovation should be the property of pedagogical activity of the coming decades. And if so, then the university education and the professional postgraduate education of teachers should be built taking into account the urgent need for the formation of an innovative component of pedagogical activity, the formation of readiness for innovative activities of teachers.

One of the interesting models focused on identifying the patterns of the process

of developing the professional experience of the teacher is the model of the professional evolution of the teacher. Within the framework of the model, several stages of the professional formation of the teacher's experience were allocated. At first, the teacher seizes its technical side (the development of role-playing behavior), then switches to the actual content side of the subject, which he teaches, to those techniques and methods, with which he informs this content to students. Only mastering this side of the activity, the teacher becomes able to control the main link of the learning process, the interaction with the student. And it is at this stage that the ability of a teacher to evaluate its professional-based potential not only from the point of view of those professional knowledge or techniques, which he owns, but also from the point of view of his personal-professional qualities, which are necessary for the effective implementation of new techniques, Method, technologies [7].

The process of changing priorities in the professional activity of the teacher is a reflection of one of the psychological patterns of conscious regulation of its own activity through a constant reflection of his own experience, which, in turn, is an important condition for the development of professional experience from the level of mastering the basics of professional activity to the level of professional skills.

An important component of the readiness of the teacher to innovation is the presence of a motive for inclusion in this activity. The motive gives the meaning of activity for a person. A high level of readiness for innovation activities corresponds to a mature motivational structure in which the values of self-realization and self-development play a leading role.

The next important component of readiness for innovation is knowledge of innovative models and educational technologies. This is primarily important for the teacher to understand the goals of school education and compare them with the requirements for the results of its work.

The problem of motivational readiness is one of the most significant, since only an adequate goal of improving professional experience will ensure the development of the preparedness of the teacher to innovative activities.

When considering the peculiarities of the motivational sphere, it is necessary to stop on the problem of motivational target regulation of activities. The goal may represent as direct

And the nearest expected result of human activity and the perfect, mentally represented result, what is really no, but what should be obtained in the future.

Depending on the depth of the analysis, the following levels of professional goals can be distinguished: middle targets for which the regulation and recipes of professional activities are characterized, where the main content of the analysis is the nearest practical actions that are manifested in immediate results; far, promising goals are associated with the understanding of the teacher causal reason for their activities; At this level, the teacher analyzes its professional actions, which are expressed in the development of personal qualities, achievements of their students, in their own personal development and professional achievements.

In the structure of the departments of the teacher, the objectives associated with the requirements of the Social Environment include: students, administrations,

parents, colleagues, and objectives related to personal expectations, with personal evaluation of performance, professional activities [2].

An important question arises: how the behavior of the teacher is regulated not only in relation to the near future, but also distant in the time perspective - promising purposes, not only the objectives of the personal, but also the goals of society?

In the overwhelming majority approaches to the definition of the concept "arbitrary (volitional) behavior" awareness or consciousness is distinguished as the main characteristic.

In the way, in the formation of the preparedness of the teacher to innovative activities, as part of the stage of motivational focus on the development of experience, it is necessary to understand that: the motives and objectives of professional activity should be conscious; the teacher in its activities should be guided not only to the neighboring goals, but also to promising, where a significant role should be assigned both vocational and personal development and the development of the personal potential of students.

In the preparedness structure for innovation activities, also a complex of knowledge about modern requirements for the results of school education, on innovative models and educational technologies, about all that defines the needs and opportunities for the development of existing pedagogical practice is also important.

The effectiveness of the teacher's activities at the stage of reflexive reflection, the evaluation of new experience depends on the formation and development of pedagogical thinking.

In modern psychological and pedagogical studies, much attention is paid to the analysis of practical thinking and its comparison with thinking theoretical. Such a comparison is conducted from the point of view of their fulfillment of various tasks. The work of theoretical pedagogical thinking is mainly aimed at understanding the teacher of his professional experience or experience of colleagues, and therefore the construction of plans, forecasts for the further development of educational theory and practices in general and its future activities in particular. In contrast to theoretical thinking, whose task is to search for general patterns, practical thinking is focused on the possibility of applying new knowledge, new experience in specific, multidimensional, individually peculiar situations.

Success in planning activities depends on how the teacher knows how to associate the solution of operational tasks with tactical and strategic objectives. And this is possible only if the teacher is aware of the ultimate results of its activities. The level of pedagogical professionalism and skill is largely determined by the extent to which the planning and solving of pedagogical objectives relies on the assessment and understanding of their own activities, when the upcoming activities are associated with the levels of generalization of their own practice.

In the process of forming the preparedness of the teacher to innovative activities in the framework of the reflexive reflection stage, the evaluation of new experience should be focused on the fact that: a necessary condition for the development of experience is the solution of pedagogical problems on theoretical and practical levels, taking into account the requirements, patterns of pedagogical

processes, the actual conditions for their implementation. ; The development of pedagogical experience should be focused on all levels of reflection (reflection before action, reflection in action, reflection after action); In the process of developing experience, a significant element is the planning process focused on assessing and understanding its own activities, to develop a common strategy for carrying out activities.

The originality of the professional activity of the teacher is that it is mainly built as interaction and communication in the "teacher - student" system. Depending on how the leading idea directs the strategy of the professional activity of the teacher -triter (teacher - the central figure, he directs a student to purchase specific

Knowledge, skills, skills) or humanistic (central figure - studying, and the purpose of the teacher - to teach him to learn with help and together with the teacher), distinguish authoritarian and reflective management. With authoritarian administration, the teacher is the subject of the pedagogical process, while students are only objects that are forced to act in the direction of the teacher. Reflexive management puts students to the position of active subjects of the exercise, develops the ability of their own teaching to self-government and organizes the learning process as a solution to educational and cognitive problems based on the productive interaction of the teacher and the student.

An important component of readiness for innovation is knowledge of innovative models and educational technologies. This is primarily important for the teacher to understand the goals of school education and compare them with the requirements for the results of its work.

In the modern system of higher education, qualitative changes are observed in the content, methods and forms of training, which is characterized by the need to develop and use various innovative technologies. For this, there is a need to move from the traditional system of organizing the educational process to developing, based on the principle of cooperation and the interaction of the subjects of the educational process, the implementation of the creative approach.

It is important to admit that in such pedagogical activities there are certain difficulties that determine the greater psychological restructuring of the teacher: the rejection of the stereotype of professional thinking, overcoming the "Barrier of Creativity", awareness of the insufficiency of the results achieved and the desire to improve them, raising the level of professional claims, the need for novelty, in risk, overcoming routine.

The teacher, well-prepared for innovation in this aspect, not only knows how to study the experience of innovators teachers and analyze pedagogical systems, curricula, technologies and didactic learning tools, but also can develop innovation projects, to set the goals of experimental work and plan it. The highest degree of readiness is the ability to analyze and evaluate oneself as a subject of innovation.

The readiness for innovative activity is determined by its focus on the development of their own pedagogical activities, as well as its ability to identify actual problems of activity, find and implement effective ways to solve them.

Almost fully agreeing with such a definition, it seems necessary also to

designate the role of the development of professional experience in the preparedness structure of the teacher to innovative activities. Upon readiness for innovation activities should be understood as a combination of professional personal qualities aimed at improving their own pedagogical activities, the development of its own professional experience through the perception, development and implementation of new methods, methods, techniques of activity.

We highlight the following stages in the process of mastering the teacher of the new experience: the stage of obtaining a new experience (characterized by the specificity of the focus on professional development and in accordance with this susceptibility to new information and impressions); The estimates of the new experience (characterized by the ability to aware of a new experience, its estimates primarily from the standpoint of theoretical thinking, its interpretation from different points of view); The stage of reflexive understanding of experience (characterized by the ability to reflect, evaluations with the orientation on specific objective and subjective conditions for professional activities); The implementation of the experience (is characterized by the ability to communicate interaction, openness to the dialogue, flexibility to build training activities, depending on how an academic situation is developing).

Technologies involvement in innovative activities of university teachers provide:

- Innovative productivity expressed in the publication activity of the teacher following the implementation of innovation;
- Self-realization in innovation, characterized by achievements in the implementation of innovation activities, recognizing these achievements by the medium, satisfaction of the teacher of the innovation environment of the university.

This article discusses the issue of innovative pedagogical activities and, which contributes to the emergence of pedagogical innovation needs. Also definitely, which components are based as innovation and pedagogical and which component includes its structure. The development of modern education and a number of trends that contribute to its upgrades are described. The concept of risk is considered which types of risk are characteristic of innovative activities of the teacher. It was analyzed that the modernization of the modern education system is aimed at the formation of the student's personality. The authors revealed that for the development of various trends it is necessary to introduce numerous innovations into the education system. This article discloses scientific and theoretical aspects and leading trends in the development of innovative processes in the education system, the principles of the innovative educational process are allocated, integrative qualities that constitute the essential features of the innovative type identity.

Innovative activity can be interpreted as a personal category as a creative process and the result of creative activities; It assumes the presence of a certain degree of freedom of action in the relevant entities. The value of innovative activities for the individual is associated with the possibility of self-expression, the use of their abilities, with creativity. The difficulties arising in the innovation process appear to the person as a prospect of the possibility of their permission to their forces.

Innovative productivity is characterized by the publication activity of the teacher following the implementation of innovation activities, the choice of innovative products that demonstrate its confidence of this activity.

Innovative activities can be viewed as an individual category, as a creative action and the result of creative activities; It contains the presence of a certain degree of freedom of action in certain subjects. The advantage of innovative activities for the subject is associated with the possibility of self-expression, the use of its abilities, interrelated with a creative approach. The difficulties that may arise in the innovation process appear before the personality as a prospect of the possibility of their permission to their forces.

The relevance of the problem under consideration is due to the paradigm of the modernization of the Russian Higher Education system. The author determines the involvement in innovation as a multidimensional, managed system of targeted processes. The article identifies the main process components of engaging in innovation activities - the processes of managing innovation in high school, the management of the university environment, managing personality and professional resources, overcoming the barriers of innovation and psychological and pedagogical support. It emphasizes the role of psychological and pedagogical support to overcome innovative barriers systematizing external processes involvement. The conclusion is justified that the management of the process of engaging in the innovative activities of teachers of the university provides manifestation of the innovative activity of university teachers.

For the development of innovative activities of the teacher, it is necessary: the support of the state, the support of the university itself and the desire of the teacher itself to develop.

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