РОЗДІЛ 6. MODERN LEARNING TECHNOLOGIES IN HIGHER EDUCATIONAL INSTITUTIONS

6.1. IMPLEMENTATION OF INNOVATIVE TECHNOLOGIES FOR EDUCATION OF FUTURE ECONOMISTS AT HUMANITIES LESSONS

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Abstract. The use of innovative technologies in education is one of the most important and sustainable tendencies in the development of the world educational process. In recent years national system of higher education uses computer and other information technologies for studying different subjects.

The purpose of the research is to give a definition of the term «innovative technologies», to get acquainted with the advantages of their usage by Humanities teachers in educational process, to determine the professional readiness of Humanities teachers for innovative activities.

The methodological basis of the research forms the principles of scientificity, systematicity and objectivity. The general scientific methods (of analysis, synthesis, comparative, systematization, generalization) have been used when writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic.

The article deals with innovative technologies, the advantages of their use by teachers at higher educational instititions. The basic signs of innovative technologies have been shown: the construction of training based on the student's interaction with the learning environment; the change in the interaction of the teacher and students: the activity of the teacher helps to activate students, and the task of the teacher is to create conditions for their initiative; the role of a teacher as a consultant, organizer, source of information; the absence of the dominance of any participant in training over others.

Authors study the most potential and promising types of innovative technologies, which are used in the educational process of higher institutions: chats, internet forums, educational portals, multimedia, e-mail, role and business games. They help to improve the quality of education, give the opportunities for continuous education, provide adequate level of teachers training, and improve the content of teaching.

Innovative technologies and innovative teaching methods give university instructors tremendous opportunities for education, professional growth; they provide access to unlimited information, and give the chance to conduct dialogue with the whole world.

Key words: innovative technologies, interactive technologies, information and

communication technologies, e-mail, multimedia, role and business games, chat, internet forum, educational portals, professional readiness, Humanities teachers.

Nowadays, higher education is one of the determining factors of the intellectual and productive forces for society reproduction and for the development of Ukrainians' spiritual culture, the guarantor of the future success in consolidation and strengthening of the authority of Ukraine as a sovereign, independent, democratic, social and law based state.

The process of integration of Europe, its move to the East, is followed up by the creation of general education and scientific area, development of the unified criteria and standards in this field, where the quality of higher education is the basis for the formation of this area.

Over the past two decades, there has been a shift from traditional technology of higher education to «innovative technologies» - personal computers, computer databases, electronic information networks, etc. Thus, there is a shift to the developments aimed at creating a specific learning environment, or applying technology and communication in education. Innovative technologies in education is a complex of fundamentally new educational and methodological materials, technical, communication and instrumental means of processing, preservation, transmission, display of information in accordance with the laws of the educational process, which effectively influence the professional training of future specialist.

Means of innovative technologies is a synthesis of modern achievements of pedagogical science and means of information and computer technology. They implement scientific approaches to the organization of the educational process in order to optimize it and increase its efficiency, as well as to intellectualize the material and technical base of educational institutions in a continuous way. In addition, the effectiveness of the learning process also depends on the introduction of a variety of innovative technologies that ensure the dialogue of the learning process.

Every day more and more higher education institutions are connected to the world wide web in order not only to be involved in the open information space, but also to find new opportunities for the realization of educational goals and objectives [64].

In addition, the use of the latest learning tools, namely the Internet and electronic resources, will help graduates adapt to their sphere of activity in the face of growing dynamism and uncertainty, preparing them as active objects of the new educational paradigm, raising their lifelong learning [32].

The main educational forms of organization of the educational process include lectures, seminars, practical and individual classes, independent work. In preparation for seminars and independent work, students can work with electronic textbooks and manuals, communicate on-line via e-mail, use test programs to improve knowledge, gain new information and to test the mastery of the material studied [6].

Moreover, the existing electronic resources of libraries allow students and other participants of the educational process to quick find the information they need, without leaving the room in which they work. If the required literature is not available in electronic form, students can use electronic catalogs, which will speed up

the work in the library, or order the necessary source via e-mail. This allows you not to be tied to the geographical location of the city or village and creates unlimited access to any literature.

The Internet and electronic educational resources can provide significant assistance to students in writing essays, term papers, dissertations and master's theses.

In addition, the Internet allows you to find a huge number of books and download them for free to a personal computer or other modern device to be able to read, study and learn material anywhere, anytime. Modern technologies allow you to find and store the necessary material very quickly, leaving more time for material processing.

It should be added that along with the ability to navigate in the information space, university students have the opportunity to form a high level of information culture, gain practical skills not only in finding, storing and processing information, but also in choosing the best forms of its presentation and adoption of effective solutions. The use of Internet resources provides an opportunity to develop thinking, provides new tools for solving creative problems, changes the style of mental activity [39].

The rapid transition from an industrial to an information society in the world's leading countries is seen as a guarantee of their future world leadership. At the best universities in the world, students have free access to the Internet (the issue is decided at the municipal or federal level or the fee for using the Internet is included in the total amount of tuition fees). In the United States, the connection of educational institutions to the global network is at the expense of the state [39].

Consequently, the relevance of this issue in the modern educational environment is evident, as today qualitative teaching of disciplines cannot be carried out without the use of facilities provided by computer, interactive technologies and the Internet.

The purpose of the research is to give a definition of the term «innovative technologies», to get acquainted with the advantages of their usage by Humanities teachers in educational process, to determine the professional readiness of Humanities teachers for innovative activities.

According to the goal, the following tasks were set: to reveal the concept of innovative technologies, to consider the ways of using these technologies by teachers in educational process of higher educational institutions.

The general scientific methods (analysis, synthesis, comparative, systematization) have been used while writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic. The theoretical and practical results of implementing innovative technologies have been studied using the methods of analysis and synthesis. The method of analysis has been used for a detailed study of innovative technologies, which made it possible, in particular, to study scientific viewpoints on the need for implementation. The method of synthesis made it possible to distinguish the types of innovative technologies in the system of higher education.

1. Innovative technologies in the system of Higher Education

Historically, the concept of technology has emerged in connection with the technical process and according to vocabulary interpretations (*techne* - art, craft, science, *logos* - concept, teaching) is a set of knowledge about methods and means of materials processing. Technology also includes the art of mastering the process, resulting in personification. The technological process always requires a certain sequence of operations using the necessary means (materials, tools) and conditions. Technology in procedural sense answers the question: "How to make, with what and by what means?" [50, c.7]. Existing features of technology include standardization, unification of the process and the possibility of its implementation in relation to the given conditions.

The analysis of the psychological and pedagogical literature shows that scientists have different interpretation of the studied phenomenon. Information and communication technologies, including the computer, which can manage cognitive activity, are a collection of computer-oriented methods, tools and organizational forms of learning. Very often the term "information and communication technologies" is associated with the term "computer-oriented technologies" [84], ICT is regarded as a means of realizing the global tasks of reforming higher education, the mean of "the personal development and creative potential…" [85, p. 14]; information technology based on personal computers, computer networks and communications that have a favorable user environment [71]; "The methodology and technology of the educational process using the latest electronic learning tools, and, first of all, computers" [49, p. 32]; "A set of software, technical, computer and communication tools, methods and innovative methods of their application to ensure high efficiency and informatization of the educational process" [51, p. 30]; a system of methods for entering, processing, storing, retrieving and transmitting information on computer networks [58]. We emphasize that the term "communication" and "information" characterizes the concept of this term, the dual nature of technology - information content (information environment) and communication capabilities (communication tool). Scientists characterize this technology as a subject-oriented and communicatively oriented learning environment included in the educational activity.

Information and communication technology (ICT) is often used as a synonym for information technology (IT), although ICT is a more general term emphasizing the role of unified technologies and the integration of telecommunications (telephone lines and wireless telephony) connections, computers, software, storage and audiovisual systems that allow users to create, access, store, transmit and modify information. In other words, ICT consists of IT as well as telecommunications, media broadcasts, all types of audio and video processing, transmission, network management and monitoring functions [66, c.5].

So, information and communication technologies is a set of methods, production processes and software tools integrated for the purpose of collecting, processing, storing, distributing, demonstrating and using data for the benefit of their users [66, c.7].

Interactive technologies are collaborative studying when both students and

teachers are the subjects of the educational process. Interactivity can be highlighted as the ability to interact, study in conversation, dialogue, action. So, in the narrow sense, interactive ones can be called technologies in which the learner is a participant. He does not act only as a listener, an observer, but takes an active part in what is happening, actually creating this phenomenon [50].

The main advantages of interactive technologies include:

- helping students learn how to express their own opinions; to analyze the information received; to use the knowledge and experience acquired earlier; to debate, to defend their own point of view; to be more confident and independent;
- facilitating the intensification and optimization of the educational process. The goal of interactive learning is to create comfortable conditions and a supportive atmosphere in which each student will feel successful in learning and feel his or her intellectual ability [26].

The main features of interactive technologies are:

- the development of training on the interaction of the student with the learning environment, which serves as a space for learning experiences;
- a change in the interaction of the teacher and students: the activity of the teacher gives way to the activity of students, and the task of the teacher is to create conditions for their initiative;
- role of the teacher as a consultant, organizer, source of information;
- absence of the dominance of any participant in training over others [25].

Any pedagogical technology is information technology, because the basis of the learning technological process is the receiving and transformation of information.

The information and communication technologies in education are aimed at boosting mental activity, developing creative abilities and forming a dialogue. In turn, ICTs are tools for creating, storing, transmitting, processing information and managing it. This widely used term includes all the technologies used to communicate and work with information. Appropriate use of ICT in the educational process is a prerequisite for improving the quality of educational services, expanding their capabilities, and creative implementation of personality in learning activities [76, c. 7].

Information and communication technologies have great potential in education and contribute to the implementation of such didactic tasks:

- improvement of the quality of education on the basis of the interconnection of the general and didactic principles of autonomy, activity and systematic character;
- expansion of opportunities for continuous education based on the implementation of the principles of consistency, continuity and accessibility;
- providing adequate level of teachers training for work with information and communication technologies;
- improvement of the content of teaching, taking into account the interaction of general and didactic principles, covering the principle of scientific research, visibility, accessibility, communication theory with practice;
- continuous improvement of the didactic provision of the educational process [76, c. 8].

We researched the following types of the information and communication technologies: chats, online forums and educational portals.

Chat (means "talk) is one of the technologies of synchronous dialogue that occurs in real time and almost without delay. At the same time, two interlocutors are simultaneously at their computers and, using special software, instantly send each other small written phrases, short messages that are created in the format of ordinary, live dialogue. To have a real-time online dialogue IRC (Live Chat Online) can be used. It offers a wide variety of options that differ from a simple chat. To communicate with channels (groups or rooms), it is advisable to have a dedicated IRC client program that allows to have multiple channels of dialogue, including private chat between two people [27].

By type of network communication, text (web-chats), voice and video chat are distinguished. Web chats (text) are special Internet services, text messaging, which is possible in two variants: public and private. The servers contain a special set of technical programs that allow a large number of interlocutors to have a dialogue, while working with a familiar Internet Explorer (Internet Explorer). Web chats can be used if you want to chat with many people on different topics. Interactive computer conversations (chats) require careful planning, specialized computer programs, and compliance with ethical standards and communication procedures. Virtual messengers need to have a microphone or headset with microphone for voice messaging. Such chats are often used during group play, providing lively dialogue between team members. Voice chats are used for webinars (voice training seminars). Video chat - Voice chat with live video chat. They are used during business conferences when one or more of its participants cannot attend the general meeting.

Web-chats can be considered as a classic communication process. The use of them in the educational process contributes to the formation of students' communicative skills, dialogue [59]. The above confirms that instant messaging (chat) technologies perform educational, communicative functions and are appropriate in the process of forming a professional dialogue culture for students.

Online forums provide active participation in the discussion. Today, the Internet is regarded as an integral part of the life of a modern expert, as there is no alternative source of information that would enable communication with representatives of other countries and form a favorable basis for dialogue between cultures [9, p. 43–44]. In the online forum, each participant can read the full text of the discussion and join the discussion. The analysis of discussions in Internet forums and thematic groups gives an opportunity to reveal the development of the skills in tolerant communication, professional dialogue, argumentation of their position, etc. [77].

Many researchers emphasize the advisability of student participation in the following forums: http://forum.osvita.org.ua/ (you can discuss and express your own views on any issues related to higher education, second higher education, distance education, education abroad; discuss issues related to published articles, results of conferences, etc.); Univer-sity (http://www.univer-sity.com) (students have the opportunity to discuss various topics: universities and faculties, study abroad, student

news, travel, literature, Internet, politics, economy, business, etc.

So, online forms help to develop dialogue skills, to participate in the discussion, to conduct tolerant dialogue, give students the opportunity to discuss different professions, discuss different topics.

Educational portals are a software and technology complex whose main task is to accumulate data on scientific and methodological information resources, state educational standards, modern technologies of teaching, information that supports the personal level of education and its constant improvement.

The general characteristics of portals are provided by N. Zadorozhnyi and T. Omelchenko [82], who view the portal as an entrance (or exit) to the global information space. The main characteristics of the portals include: existence of a developed system of information resources; active interaction with users through the forum system; the presence of centralized input and special means for convenient use of information resources.

Educational portals include specialized services that provide access to various electronic educational resources (e-libraries, e-learning courses, knowledge testing systems, etc.) [4].

Thus, educational portals facilitate effective dialogic interaction between students and teachers in the process of searching necessary professionally oriented information, allow to organize and implement mediated dialogue in the educational process using the latest technologies, ensure constant access of students to teaching materials, lists and recommended literature, provide the opportunity to organize virtual consultations and seminars.

E-mail has been named the main source of all online resources as a form of asynchronous computer and mediated communication [79]. With the evolution of the Internet world computer technologies offer tremendous opportunities for foreign language teachers: "... they can be a means of communicating in a specific language including messaging with other students in and out of class" [79]. In addition, foreign language teachers are already becoming more aware of the impact of this tool on their profession through the use of e-mail during exams and creative interaction with students. In recent years researchers from different countries have presented a lot of innovative ideas for using e-mail when learning a foreign language.

The pedagogical advantages of the e-mail are the extension of time and space for learning a foreign language. As many e-mail researchers point out it empowers students and teachers by providing them with opportunities to meet and communicate in a foreign language outside the university. Thanks to e-mail, students do not need to be in a special room at certain times and days to communicate with others in a foreign language. They can send e-mail from their convenient place at home. Such spatial capabilities give them more free time to spend writing and reading in a foreign language in a communicative context. An important point is that thanks to e-mail students do not need to spend money to travel abroad just to socialize [75].

Today there are many publications mostly foreign ones in which researchers substantiate the problem of learning foreign languages of students of different specialty. They consider information and communication technologies in particular e-

mail as an effective means of learning.

Rankin, for example, notes that the extra interaction in a foreign language provides students with even more value than usual [55]. E-mail also allows students to communicate with others in authentic communication situations. Interaction with the help of e-mail allows you to feel the reality of the effort that is spent during communication comparing to artificial communication in the classroom. Such communication is more fruitful and reminiscent of spoken language due to its informal and interactive nature. Unlike face-to-face communication e-mailing takes place in writing which serves the language learners quite well. As Schwienkorst points out "the main advantage of written communication is the ability for each student to retain holistic communication and have great examples of language use in the future"[62].

Foreign language teachers are often faced with the problem of following a schedule and technology maps on certain topics which must be laid out over a period of time and as a result there is almost nothing left for free communication. E-mail allows students to communicate in a context where the teacher is not the principal. In communication with e-mail students have the opportunity to gain experience of increased control over their personal learning and independently choose a topic and change the direction of the discussion. The ultimate goal is to communicate with other students in a foreign language but not to write text with many mistakes.

According to M. Beauvios, computer and mediated communication improves student participation by 100 percent. Other researchers have noted that students who do not wish to interact face-to-face are more likely to communicate in an electronic context [3].

Undoubtedly e-mail can offer a number of benefits for students and teachers of a foreign language. For example, the wide variety of activities are successfully used by foreign language teachers. We can split these activities into group and single email exchanges.

Group messaging – e-mail allows students a hands-on opportunity to interact with others in a foreign language. Students can create their own mailing lists or teachers can organize a group list. By allowing interested parties to subscribe to such a list we are creating an additional opportunity for authentic communication in a foreign language with other students without taking group mates into account. Students can also attend discussion forums in addition to scheduled classes [13].

According to Moran and Havisher e-mail is a communication and writing medium with elements of both written and spoken language. As e-mail is separated from direct contact the great pressure of the immediate response is reduced and students have time to form their thoughts [40].

Communication via e-mail helps students prepare for interpersonal discussion in class on the one hand and improve writing on the other [74]. When communicating within a single class the teacher can easily relate the communication task to the topic being discussed and extend the time for communication on the topic. The foreign language teacher has the opportunity to develop assignments using e-mail as an activity before the start of classes after classes and additional activities that involve

students' independent work.

Let us consider some types of activities that a teacher can use as a student's independent work prior to the start of class. Based on my own experience I would like to point out that it is quite difficult to involve students in foreign language activities without prior preparation. Thanks to such independent tasks pre-class assignments give great attention to the main work and save a lot of time during the class.

Another example is the preparation of written tasks with the help of e-mail. In this case the teacher can offer the following activities to students: write a short biography of the famous person of their choice. With the help of e-mail students can collaborate on topics for this task thus saving time in class. In addition you can share your knowledge of a particular topic before performing listening comprehension exercises. Before listening to a particular topic in the class students exchange their knowledge of the topic via e-mail based on their own experience.

We consider it appropriate to note that e-mail is effective for the preliminary preparation of the discussion. Ramazani shares experience in using this type of activity as a Weekly Essay. A few days before the class his students transmitted their own works using e-mail. With this approach a more thorough preparation of students to discuss the work in the classroom was observed. Further implementation of this idea through the handout material allows activating students to participate in brainstorming and stimulate discussion [7].

Considering post-class student activities it can be noted that teachers are able to create online assignments in order to consolidate or extend what students have already done in class. This method encourages students to repeat the discussion in the classroom, enabling them to repeat or clarify the thoughts that were expressed during the discussion. In post-class activities students can also use the new vocabulary or structures that have been offered for the class. The case method is preferred. Case Study provides a variety of student activities to solve problem situations prepare, analyze, transmit and receive information via email. Students try to independently find out the essence of the problem and determine their own position in the assessment of the situation; think through the answers to the questions and find specific ways of solving the problem; there is an exchange of views; intellectual leaders are found to be able to offer solutions to problems after group discussion.

Bauman offers to enrich the conversational activity in the second session through the use of e-mail between groups. During one class he provided students with handouts describing three types of crime. In small groups students discussed cases and reached decisions to punish suspects. As homework he asked each student to write an original case and send it by e-mail. He then sent two cases by e-mail to each student with instructions to study the cases and suggest punishment methods before going to class.

In the second session students who were assigned the same tasks came together to discuss ideas and try to reach an agreement on punishment. According to Bauman through the exchange of materials between the students of the group in writing and their discussion the results were achieved outside the main class time. With these

exercises invaluable time in the classroom was saved for face-to-face interaction [2].

Mantegi offers a different kind of e-reading task. In the first session students read a case from life and discuss the article, its features and linguistic structure. Then they create the story together with an e-mail. Each student creates a new story and adds it to the story after it's his turn [34].

For the purpose of establishing effective interaction between students it is advisable to use the technology "reader circle" which involves discussing the read material outside the classroom by e-mail. The teacher divides students into subgroups (4-5 students). Students are then asked to read the article after which they can send their feedback via email to other members of the group [47].

To sum up the experience of foreign colleagues in the field of information and communication technologies and foreign language teaching should be used in the educational process of universities when organizing foreign language classes especially among students who are trying hard to master a foreign language.

High-quality functioning of modern higher education is impossible without the use of the Internet and electronic resources. After all, they, in combination with traditional teaching aids, are able to provide effective conditions for the training of specialists who will be competitive at the global level. This is possible only with a clear state policy in this matter, the implementation of state financial support for the introduction of information technology in the educational process. This will allow to realize the main tasks of the modern system of higher education of Ukraine.

2. Interactive learning as an innovative technology in the system of higher education

At the present stage, training of future specialists requires active forms and methods of teaching. The term «interactive" has two components: *inter* and *act*, that is, the ability to interact. Therefore, it is assumed that the educational process is subject of continuous, active interaction of all participants. Interactive learning is based on cooperation, which is based on the "pedagogy of cooperation: the direction of pedagogical thinking and practical activity, the purpose of which is the democratization and humanization of the pedagogical process" [14, p.43].

The purpose of interactive learning is to create such comfortable conditions for each student to feel his or her intellectual capacity to learn new things. This can be achieved only with constant active interaction of the teacher and students. Interactive learning involves enhancing students' learning opportunities instead of receiving and retrieving ready-made information. Classes, where interactive technologies are used, enrich students with basic knowledge and skills, which are crucial to the development of individual competencies. They capture, arouse interest and teach independent thinking. The effectiveness and power of influencing the emotions and consciousness of students depends on the skills and style of the teacher.

During interactive learning student becomes subject of study, he feels himself like an active participant in the process of his own education, personal and professional development. This provides an intrinsic motivation for learning that contributes to its effectiveness.

It is necessary to follow the principles of interactive learning, namely:

1. *The principle of activity*, which means that each student must participate actively in the process of communication and interact actively with other students.

2. *The principle of open feedback*, the essence of which is the mandatory expression by a member or all members of a group their opinions, ideas or objections of the tasks. Thanks to the feedback, team members learn how others perceive their communication and thinking style, and behavior. This principle corrects speech and behavior.

3. The principle of experimentation involves active searching for new ideas and ways for students to solve their tasks. This principle is very important both as an example of the behavior in real life, and as an impetus to the development of creativity and initiative of the individual.

4. *The principle of trust in communication*. This is the purpose of a special organization of group space during the course in order to change the stereotype of the student and the idea of how the classes should be organized and which role should be played by the teacher.

5. *The principle of equality*. It means that the teacher does not seek to bind the student their thoughts, but acts with them. In turn, the student is able to play the role of organizer, leader [50, p.5].

National and international experience shows that interactive technologies contribute to the intensification and optimization of the educational process. They allow students to:

- analyze educational information, learn educational material creatively and therefore, make knowledge more accessible;
- formulate own opinion, express it correctly, prove own point of view, argue and discuss;
- learn to listen to another person, respect alternative thoughts;
- model different social situations, enrich own social experience through inclusion in different life situations;
- learn to build constructive relationships in a group, determine their place in it, avoid conflicts, solve them, seek compromises;
- develop skills of project activity, independent work, performance of creative works.
- carry out project activity, realize creative ideas, develop skills of independent work [73].

It should be emphasized that interactive technologies contribute to the intensification and optimization of the academic process.

The main advantages of interactive technologies:

• help students learn how to express their opinions correctly;
• students learn to work in a team;
• friendly attitude towards the opponent is formed;
• a large amount of material is mastered in a short time;
• ability to analyze the information received;
• the skills of tolerant communication are formed;
• the opportunity to use the knowledge and experience acquired previously;

• to debate, to defend one's own point of view;
• to be more confident and independent
• a “success situation” is created [48].

The main features of interactive technologies are: bilateral; construction of learning on the interaction of the student with the learning environment which serves as a space for the acquired experience; special organization and variety of forms; change of interaction between the teacher and students: the activity of the teacher is inferior to the place of activity of students, and the task of the teacher is to create the conditions for their initiative; integrity and unity; the role of the teacher as consultant, organizer, source of information; motivation and connection to real life; lack of dominance of any participant of learning over other education and development of students' personality at the same time as the process of learning new knowledge [28].

Effective interactive learning technologies that contribute to the formation of professional dialogue are: "carousel", "aquarium", "large circle", "microphone", unfinished sentences, "brainstorming", problem analysis, "mosaic", circle of ideas, role play situations, discussion, talk shows, "six thinking hats" etc.

Application of the offered interactive technologies during the educational process will contribute to: effective repetition of the learned vocabulary, replenishment of vocabulary; deep learning of proper articulation skills; development of attention, memory, thinking; forming skills to work in pairs, groups.

A great attention must be paid to the 6 Thinking Hats interactive game. The Six Hats method is a psychological role-playing game the meaning of which is to consider the same problematic situation from 6 independent points of view. This allows you to form the most comprehensive view of the subject matter and to evaluate the advantages and disadvantages at the logical and emotional levels. The method was offered by the British writer, psychologist and creative thinking specialist Edward de Bono in 1985. The basis of this approach is the concept of parallel thinking. By "trying" 6 independent types of thinking in the process of solving practical difficulties 3 main problems can be easily overcome:

• Lack of superfluous emotions: assessing a particular situation from different perspectives contributes to the fact that we make decisions by conducting complex analysis in 6 independent ways.

• Lack of confusion: a multi-level task of heightened complexity can cause feelings of self-doubt. The concept of parallel thinking allows you to approach the problem systematically gathering facts and evaluating all the pros and cons.

• No inconsistency: using such a technique allows you to structure the entire information on individual grounds i.e. solve a problematic issue using a systematic approach while leaving time for creativity.

What symbolizes the color of each of the six "hats"? A hat of a certain color implies the inclusion of an appropriate mode of thinking which should be followed by the student or the team at the time of arguing their position during the discussion game:

• White - focus on information (analysis of known facts and figures as well as assessing what information is missing and what sources can be obtained).

• Yellow - research on possible success, search for benefits and optimistic forecast of the event / idea / situation under consideration.

• Black - assess the situation in terms of the shortcomings, risks and threats of its development.

• Red - attention to emotions, feelings and intuition. Without going into details and considerations, all intuitive assumptions are made at this stage.

• Green - search for alternatives, generate ideas, and modify existing developments.

• Blue - manage the process of discussion, summarizing and discussing the usefulness and effectiveness of the method in specific circumstances.

It is necessary to mention that cramming at any time is not always effective. The psychologist Ebbinghaus found out how long the studied compounds were stored in memory. It turns out that forgetting is very fast: 60% of words are forgotten in an hour, in six days only 20% remains, about the same in a month. It follows that the words learned should be repeated especially often for the first time after learning: then they will be delayed into long-term memory. So if you have one day to study you should repeat the words:

1. Immediately after memorization
2. 20 minutes after the first repetition
3. 8 hours after the second
4. 24 hours after the third

If there is a lot of time you can do the following:

1. Immediately after memorization
2. in 20-30 minutes
3. in 1 day
4. in 2-3 weeks
5. in 2-3 months

It is well known that the use of information technology in foreign language learning determines the intensity of dialogue. It is understood that if the information is exchanged via email, the dialogue is slowed down because it is done in writing. A high degree of dialogue intensity is achieved through computer conferences, in which teachers and students answer the questions of others and each participates in the dialogue, enriching it informatively [28].

The most potential and promising types of interactive technologies that should be used in the educational process of higher institutions are multimedia technologies and role and business games.

Multimedia technology is a very promising area of technology in the field of education. In the broad sense, "multimedia" means a range of information technologies that use a variety of software and hardware to influence the user most effectively (which has become both a reader and a listener and a viewer). Due to the application of graphic, audio (audio) and visual information in multimedia products and services, these tools have a high emotional charge and attract the attention of the user (listener).

Experiments showed that the listener perceives and is able to process up to one

thousand conventional units of information per minute during oral presentation, but in connection with the organs of vision to 100 thousand such units [19]. So, it is absolutely obvious the high efficiency of using multimedia tools in teaching, the basis of which is visual and auditory perception of the material.

The latest developments in computer-based training are called *multimedia*. The multimedia technologies include animation graphics, videos, sound, distance access and external resources, database management est. Various information components that are run by one or more special programs are called *multimedia systems*.

The purpose of video and other multimedia tools application during educational process is its visualisation.

The basic principles of video creation are:

- *illustrativity* (give the teacher an opportunity to illustrate the lessons);
- *fragmentation* (allows to give the material step by step, depending on the speed of students perception);
- *methodical invariance* (video clips can be used at different stages of the lesson, pursuing different methodical goals);
- *conciseness* (presenting more information in less time and more efficiently);

Among the vast variety of educational multimedia systems, we can conditionally distinguish the most effective tools: computer simulators; automated training systems; educational films; multimedia presentations; video demonstrations [72].

Multimedia learning tools used in the educational process must meet the system of psychological, didactic and methodological requirements.

Specific didactic requirements include:

- adaptability to individual student's capabilities;
- interactive learning;
- realization of computer visualization of educational information;
- development of the student's intellectual potential;
- the systematic, structural and functional coherence of the educational material;
- ensuring the integrity and continuity of the didactic cycle of training.

Didactic requirements closely connected with methodological requirements. Methodological requirements for multimedia learning tools take into account the peculiarity and features of a particular subject, the specifics of the relevant science, its conceptual apparatus [60].

Multimedia training tools must be selected to meet the following methodological requirements:

- educational material should be based on the interconnection and interaction of conceptual, imaginative and effective components of thinking;
- giving the student an opportunity to do various training tests.

Along with the didactic and methodological requirements, there are also a number of psychological requirements that affect the success and quality of multimedia [44].

The main hardware of multimedia technology is a computer equipped with the

necessary software and a multimedia projector. Of course, the computer does not replace the teacher, but is only a means of teaching, his assistant.

Due to their capabilities and the development of technical means, multimedia technologies can be used for teaching almost all subjects.

Role and business games promote positive motivation for learning process, increase students interest. The game allows seeing successes, not to notice failures. Conversely, success leads to victory, victory to motivation; motivation promotes the desire to win and to be successful.

A business game is a simulation of real activity in a specially created problem situation. It is a mean and method of preparing and adapting for professional activities and social contacts [43], method of active learning, which contributes to the achievement of specific tasks, structuring the system of business relations of participants. Its structural elements are the design of reality, the conflict of the situation, the activity of the participants, the appropriate psychological climate, interpersonal and intergroup communication, the solution of problems formulated at the beginning of the game.

A business game is a complex, multifunctional action, in which several interrelated activities are combined: analysis and search for problems solutions, training, development, research, consulting, and formation of team activity. So, business games make educational process closer to real life and develop practical skills [43].

Traditional business games have a scenario, focused on solving typical problem situations, their goal is to teach game participants to solve these problems optimally. In the educational process, the business games are used to consolidate the knowledge that the student gained in the course of lectures, seminars and practice.

Application of business games during training allows to close the educational process to practical activity, to take into account the realities of the present, to make decisions in the conflict situations, to defend their proposals, to develop teamwork, to get results in a limited time. In specially created conditions, the students "worked out" a variety of life situations that allow them to defend their positions.

The main advantages of role and business games compared to traditional methods are an ability to solve problems in a short period of time; an ability to test students' knowledge directly, an ability to increase interest of the participants, and consequently, to increase effectiveness of learning [43].

The business game, simulating a particular situation, makes it possible to solve specifically formulated tasks and problems, to develop methods of solving problems. It has a rigid structure and rules; its main function is to develop skills and ability to act in standard situations. The role and business game are used to learn new and consolidate old material, because it allows students to understand and learn the material from different positions.

Typically, a business game consists of the following stages:

- familiarizing the game participants with the purpose, tasks and conditions of the game;
- instruction on the rules of the game;

- formation of working groups by participants of the game;
- analysis, evaluation and conclusions of game results.

On the first stage, preparatory, the choice of the game is justified, determined the goals and objectives of the game, formulated a problem situation, developed a game scenario, prepared information and methodological material.

The second stage the rules of the game and the functions of the players are considered.

The third stage depends on the content and form of a particular game and consist in discussing the problems posed by the participants, making generalized decisions, and analyzing them.

Different types of business games are used in educational process: simulation, operating, role-playing, business theater and intellectual games.

Simulation Games. At the lessons, they simulate the activities of a particular organization, enterprise, educational institution, etc. Also they can simulate events, specific activities of people (business meeting, discussion of the plan) and conditions in which the event takes place (meeting room, office of the head). The scenario of the simulation game, in addition to the plot of events, contains a description of the structure and purpose of the processes and objects that imitate them.

Operating Games. They help to accomplish specific operations, such as the methods of organizing and holding meetings, conferences, etc. Games of this kind are conducted in conditions that simulate reality.

Role games. They work out tactics of behavior, actions, functions and responsibilities of a particular person. For role-playing games, a model-play of the situation is developed, with the distribution of roles between participants.

Business Theater. It is played some situation and behavior of the person in this situation. The student has to mobilize all his experience, knowledge, skills, be able to fit into the image of a certain person, understand his actions, assess the situation and find the right course of behavior [43].

The main task of staging method is to teach students to navigate in various circumstances, to give an objective assessment of their behavior, to take into account the opportunities of other people, to establish contacts with them, to influence their interests, activities.

Culture at the turn of the millennium is a culture of dialogue. First, the cause of the dialogue is cognitive and emotional interest, that is, it performs an informational function in the broad sense of the word. Second, the dialogues involve interaction. This is how the communicative function is carried out.

That is why the use of *debate* as a kind of intellectual game is intended to help students to develop the skills they need to be successful in today's society. Today, debate is widespread in schools and universities around the world. Most European countries have debate programs at each institution.

The purpose of the debate game is to increase students' level of knowledge. And so it is necessary to participate in the debate in order to learn something. In other words, in the debate, the learning process is more important than the end result of each game - winning or losing. Playing "debate" has allowed to develop one of the

most important traits of personality - curiosity.

The students, who play the debate, learn to think logically and critically, to convey their thoughts and views to others or to a wide audience.

Students benefit greatly from the debate. Participants turn from team players into true friends working together to prepare for the debate.

During the debate, it is necessary to listen carefully to opponents in order to understand their position more clearly, but also the strengths and weaknesses of the team. In debating the ability to listen is very important because those players who are unable to listen do not always understand the weakness of their opponents' arguments.

The success of the debate depends on team activity. As in any game, everyone has a role and responsibility, but the team has to work together to help and complement each other [43].

Thus, the use of intellectual games allow students to acquire knowledge not in the traditional everyday way, but in a game form. In intellectual games, knowledge is an important tool for solving life's problems because they are associated with success in life, and success is victory.

The use of business games as active teaching methods, provides creative activity of students, create conditions for increased motivation and emotionality, and develop critical thinking.

3. The development of teachers' practical skills for implementation of innovative technologies

Conversations with teachers of higher educational establishments have shown that they almost do not offer students educational tasks that would force them to use means of information and communication technologies with classmates, teachers, specialists. The reason for this situation is, first of all, their own uncertainty in their abilities to organize constant communication with students.

So, a large number of teachers need assistance in the implementation of innovative technologies, their organizational and methodological support. Most of the teachers do not use these technologies and therefore need to be trained. Thus, educational and methodological seminars for university instructors were developed and implemented with the theme *"Innovative technologies in education"*, the purpose of which was to prepare teachers to work with interactive, information and communication technologies in the learning process.

A scientific and practical seminar *"Pedagogical skills: professional professionalization and innovative approaches"* was conducted, the task of which was to increase the teacher's teaching skills. The workshop included lectures (8 hours), practical classes (8 hours), training sessions (6 hours), master classes (4 hours). Various issues were discussed at the seminar, namely, modern teaching technologies, teaching methods for individual courses, training format as a method of activating at higher educational establishments. The workshop covered issues related to the methodology for conducting projects: information (aimed at collecting specialized information, familiarizing project participants with this information, analyzing it and summarizing facts intended for a wide audience); informational and

communicative (found in the harmonious combination of information seeking and communicative activities of students); brain storming, case method analysis, incident method, presentation, role plays, didactic games, etc. [61].

In addition, teachers were invited to take part in the practical organization of professional dialogue with students, enabling them to identify themselves in various situations requiring professional dialogue. During the work the following issues were considered:

- professional dialogue of teachers who carry out the training process for future merchants;
- formation of a professional dialogue culture of future specialists by means of information and communication technologies;
- the theoretical basis of interactive technologies;
- a methodology for organizing student work on the basis of interactive technologies, taking into account information and communication technologies. Teachers were interested in combined classes with the use of situational tasks, where they demonstrated their pedagogical skills. Teachers shared impressions and ideas, held a dialogue on professional topics.

During the seminar, the attention of teachers was emphasized on the importance of establishing subject and subject relations in the systems «student – student», «student – teacher» and ensuring their pedagogical interaction. The teachers' focus was on developing professional relationships with students based on a polite attitude towards each other, manifestation of moral and social responsibility, ethical conduct, and B. Franklin's rule of «honesty - the best policy» in conducting direct and indirect professional dialogue. During the academic year, the teachers became participants in scientific and methodological seminars "Communicative Processes in Education", "Interactive Technologies for Professional Communication Training". Attention of teachers was focused on such issues as professional dialogue: the essence, functions, types; professional language and speech; non-verbal aspects of intercultural dialogue and their role in regulating relationships, establishing contacts with specialists who are representatives of other cultures; characterization of non-verbal channels of intercultural communication (facial expression, touch, gesture, interpersonal communicative space, visual interaction, intonation); the role of multi- and hypermedia technologies, information retrieval systems in preparing future professionals for a professional dialogue; computer communications in off-line and on-line communication modes; personally oriented technologies of teaching students and their role in communicative training of future specialists, etc. Teachers were introduced to the advantages of the following Internet sites: http://www.teachnology.com - lesson planning; http://www.eslcafe.com - an interactive communication club; Global virtual classroom http: //www.virtual-classroom.org - free online educational program; http://teenadviceonline.org - Educational site for teachers. Teachers focused their attention on the peculiarities of establishing partnerships with students based on cooperation, openness, trust, personal involvement, support; organization of constant counseling; taking into account the initial knowledge of students in order to model the individual approach to

pedagogical interaction; the creation of successful learning situations (the selection of dual tasks, the promotion of intermediate actions, differentiated help), the effect of novelty, the effect of imagination, the effect of change, the effect of the game. Attention of teachers was paid, first of all, to increase the motivation of students' training, which is the driving force in realizing the needs of the individual in the active interaction.

It should be highlighted that modern information technologies and innovative methods of learning a foreign language in Ukraine are based on the Council of Europe's Common European Recommendations on Language Education: Study, Teaching and Assessment. Therefore computer information technology is a major component of enhancing the motivation of modern learning and learning a foreign language [3]. It has been credited that computer communication makes it possible to use your computer as a universal means of processing and transmitting information. It provides access to an unlimited array of information stored in centralized databases ensuring that the educator uses all the knowledge available to the information society in the educational process.

Computer communication is a process of information exchange between subjects through verbal and non-verbal communication systems, mediated by computer means of communication. The use of computer communications strengthens the requirements for written speech; it involves the skill to use information resources of computer technologies.

In addition, there are many free online resources available today for online classes with students.

Quizlet is an online service for creating didactic flash cards for both full-time and distance learning [53]. The required information is entered into the appropriate fields and automatically the teacher receives in addition to the set of cards that perform the educational role, and various modes of work with them: training, training, control and game. You can create cards for any subject. Its purpose is from the assimilation of terms, concepts, to the solution of algebraic equations. Quizlet has the ability to upload images and record your voice. The Play block is represented by three games Match, Gravity, Live. According to some experts, setting your students up for success means so much more than teaching daily lessons and hoping students do well on assessments. It goes without saying that you need to teach the information and then provide effective ways for your students to review what you've taught. As a result, some teachers like to create customized study guides and booklets for their classes, but that takes a lot of time and effort outside of school hours. That's why so many teachers consider using Quizlet, an online study tool, to save time when helping students prepare for tests.

Quizlet is considered to be a web-based application developed to help students study information through interactive tools and games. Quizlet's mission is to help students (and teachers) practice and master what they're learning. In Quizlet, information is organized into "study sets" that users like teachers or students add to their accounts. When using Quizlet, students log in and choose the appropriate study set for the concepts they need to review. These can be created by a teacher or

generated by other users. Because of the flexibility and customization available, Quizlet can be used in any grade level and any type of class.

Overall, Quizlet can be a great tool for you and your students for three reasons:

1. You can easily differentiate review for your students
2. You can incorporate collaboration and teamwork into your classes

Students have another way to prepare for tests

Quizlet has seven standard study modes that help students review in the way that works best for them: Flashcards; Learn; Write; Spell; Test; Match; Gravity.

To sum up, with all of these options, you are creating a customized way for your students to review information, without you having to do a lot of extra work [21].

Kahoot is an application for educational projects. It enables teachers to create tests, surveys, training games or organize a marathon of knowledge. This app works on both computers and smartphones. An interactive tool is considered to be a way to increase engagement with a target audience by allowing them to interact with each other. Kahoot is known to be a free student-response tool for administering quizzes, facilitating discussions, or collecting survey data. It is a game-based classroom response system played by the whole class in real time. Kahoot uses game-based learning approach to inspire creation and research in students. Its game-based system is very entertaining unlike other traditional quiz procedure [63].

Kahoot was founded by Johan Brand, Jamie Brooker and Morten Versvik in a joint project with the Norwegian University of Science and Technology. Kahoot was designed for social learning, with learners gathered around a common screen such as an interactive whiteboard, projector, or a computer monitor. The game design is such that the players are required to frequently look up from their devices. The gameplay is simple; all players connect using a generated game PIN shown on the common screen, and use a device to answer questions created by a teacher, business leader, or other person. These questions can be changed to award points. Points then show up on the leaderboard after each question.

Kahoot has now implemented 'Jumble'. Jumble questions challenge players to place answers in the correct order rather than selecting a single correct answer. It offers a new experience that encourages even more focus from players.

Kahoot can be played through different web browsers and mobile devices through its web interface.

Summing up, Kahoot has statistical significant improvement on learning performance compared to traditional teaching and other tools, statistical significant improvement on students' and teachers' perception of lectures, statistical significant improvement on classroom dynamics, and that Kahoot! can reduce students' anxiety compared to traditional teaching and other tools [20].

Another application that can be used by teachers at lessons is **Plickers**. It is an online service that allows a teacher to conduct a survey and collect data in a lesson without using students' mobile devices. Plickers uses the teacher's tablet or phone to read QR codes from student cards. Each student has a personal card with a unique number, it can be rotated, which gives four different answer options. The application

generates a class list, and with it you can find out exactly how each student answered the questions. This is an online service that provides:

- conducting tests, surveys and quizzes in the classroom.
- instant result of a test, poll or quiz.
- each student sees his or her test score.

Some researchers claim that the service has both advantages and disadvantages. The pros include working with cards, feedback from students, immediate result, easy to create surveys and teacher work in the app, saving tests, results in the system and on the computer. However, there some cons: the interface is in English, only 4 answer options, the presence of the Internet on the teacher's smartphone, computer, projector and Internet.

To start using Plickers, you need to register on the site. After that, the teacher enters the library interface. In order to works with Plickers it is needed to have only one mobile smartphone for a teacher running iOS or Android with the Plickers mobile application installed; a set of cards with QR codes (the application creates cards with QR codes); a projector with an open Plickers site in Live View.

There is an algorithm of the teacher's work: on a computer in a browser go to the website www.plickers.com, enter your username and password, create classes, prepare questions, attach questions to class, print cards with a QR code (each card has a unique number). Then the students are distributed cards with a QR code according to the list (cards can be pasted in a diary), conduct testing on the website www.plickers.com. After choosing a class, questions should be displayed on the screen from your smartphone. Students' QR codes should be scanned with the smartphone. After that students pick up cards (QR codes), turn their cards to place the selected answer on top. The questions can be repeated and the results can be displayed on the screen and the answers can be analyzed [46].

Mentimeter is a tool that allows the speaker to represent the audience in real time. Using this tool, the speaker can find out what the audience thinks about one way or another through online voting via mobile phones, tablets or computers. The purpose of this service is to create effective bilateral interaction at conferences and meetings [38].

Thus, in practice, teaching is now of great importance to the author's didactic tools designed for the needs of a specific lesson, taking into account the characteristics of the contingent of students. The above review of the online environment demonstrates the great ability of the teacher to independently create didactic resources. The developed didactic materials can be used for both individual and group and frontal organization of students' cognitive activity.

Mentimeter is a simple and easy-to-learn voting tool, providing instant feedback from the audience. Its convenient use to survey students in real time in the classroom, as it is available both on mobile devices and in the electronic environment. An online survey can include a series of questions with different types of responses:

- multiple choice (one or more of several);
- open answer;

- assessment on a scale;
- ranking of responses within 100%;
- input of the answer in the form of a point on a flat coordinate plane.

Multiple choice question where the respondent can choose one or more correct answers.

An open-ended question where the respondent enters the answer in text form in the answer box. The results can be displayed in different formats: as rectangular blocks, word clouds, words located one above one, etc.

A question with an answer using a scale where the respondent assesses the specified parameters (indicators) within the set scale, for example, from 0 to 5.

A question with a distribution of answers within 100% where the respondent distributes the weight (score) parameters, indicators within 100%.

Question with an answer on the matrix where the respondent assesses the objects according to two criteria, which are axes of the chart.

In order to work with the program, it is necessary to register on the website https://www.mentimeter.com.

To conduct a survey in the classroom the following technical devices are required: PC with image translation on the screen for a teacher; smartphones or tablets with Internet access for students. In addition to that, voting is carried out on the site, so no special application is required on a smartphone or tablet.

The procedure for preparing and conducting an online survey of students in the classroom is as follows:

1. The teacher creates a survey in advance including one or more questions.

2. In the classroom the teacher starts the survey from the PC. On the screen (poll results board) displays the address and survey code for students.

3. Students using mobile devices enter the website www.govote.at, enter the survey code and answer the questions.

4. The survey results are instantly displayed on the screen.

You can conduct a survey both in a synchronous mode (in the classroom, "here and now"), and in an asynchronous - at any time within the specified polling interval.

The program settings allow to set the mode of participation in the survey - the student can answer only the current question or all; to change the design of the presentation of the results; to set a time frame for the survey; to clear the results and re-conduct the survey; to generate a QR code for quick access to the survey; to use a special plug-in to embed the survey into the MS PowerPoint presentation.

It is important to highlight that anonymous voting can be effectively used as a formative assessment tool when it is necessary to determine the general level of understanding of a topic, a question by students. It has a number positive properties, in particular: anonymity allows the voter to avoid stereotypical thinking and express a personal opinion; lack of criticism or negative assessment from others; it is easier for respondents to express themselves; results will be more accurate as participants are not subject to pressure from others; anonymity allows you to avoid the negative dominance of the opinion of one or more voting participants [69].

LearningApps.org

This is a free interactive building block to support teaching or self-study with interactive modules. The teacher can use existing modules, modify them and create new modules using the proposed constructor and templates. Interactive assignments are arranged according to subject categories. LearningApps.org allows you to work independently - create assignments, or you can complete assignments prepared by the teacher, the results of assignments are reflected in the teacher's account [17].

Dealing with functionality and navigation is very simple. To do this, just click "all exercises" at the top of the main page, and you will see a list of exercises created and published by other users. To create and save your own tasks, you must register. After registration, templates will become available to you that will help you create an interactive exercise for students.

Templates are grouped by functional attribute:

- Choice - exercises for choosing the right answers;
- Distribution - assignments to establish compliance;
- Sequence - to determine the correct sequence;
- Filling in - exercises in which you need to insert the correct answers in the right places;

Online games are competition exercises in which a student competes against a computer or other students. In addition, you can create accounts for your students and use your resources to test their knowledge right on this site.

In order to use this application, the following instructions should be followed: the teacher prepares a test, quiz or survey, registers at LearningApps.org, in the upper right corner clicks on the flag to use the language, selects the menu command "Create Class", after creating a class, the teacher fills in the "Student Accounts" tab and copies the first and last names of the students in the class, prints out student accounts (login and password are created by the application automatically) and issues to each student, selects the menu command "Class folder" and creates a subject, selects the menu command "All exercises" and the subject, finds the required assignment for the given class. Control over the performance of tasks is carried out through the menu commands "Statistics" and "Activation" [37].

Zoom

Recently all classes around the globe have moved to a remote learning format which created lots of obstacles in educational process. However, instructors and students are eager to maintain the academic rigor and intellectual vibrancy of the classroom. Live video with interactive participation is one of the best ways for instructors and students alike to replicate the classroom experience. Zoom is now available to all students, faculty, and staff and it is just the tool to help you do it.

The matter is that Zoom is a video collaboration tool that provides a click-and-connect conferencing solution. You can use it for classroom teaching and learning, group discussions, or even one-on-one office hour meetings. Zoom is an easy-to-use tool to create a video meeting, invite students or colleagues, solicit participation, and share resources. It is as close to being in the same lecture hall or office as you can get while working and learning from home. And with the University’s new enterprise license for Zoom, students, faculty, and staff can access it for no cost.

Some benefits of Zoom: platform independent: participants can join the session from any device - no VPN needed; scalable: one-on-one meetings, up to a class of 500 students or a staff meeting up to 300; easy and intuitive: one-click connection for easy video and audio; real-time interaction: chats, polls, breakout rooms, content sharing; closed captioning and keyboard shortcuts: ensures accessibility for all learners. To conclude working in a virtual classroom requires patience. Begin with simple activities for you and your students to get comfortable with the new format and provide time and opportunity for your students to ask you questions.

Some researchers claim that many teachers, students and their parents are already accustomed to the fact that distance virtual learning is their new reality. Switching to this format can be difficult, so it is significant to share some important information on how to conduct classes in virtual classrooms Zoom not only safely but also effectively.

Here are the 10 most common questions related to how to use Zoom for virtual education and online learning.

1. What is better to use for classes - Zoom Meetings or Zoom Video Webinars?

Conferences and webinars are considered to be equally suitable for communicating and collaborating with a large audience, as well as gaining access to valuable data through mandatory registration. It should be kept in mind that in some respects there is a significant difference between conferences and webinars.

At conferences, users can use audio and video, show the screen and share comments in real time. This method is intended for meetings where participants are expected to actively interact and work together.

At webinars, the organizer gets control over the audience. Here, participants do not communicate with each other using video and audio, but address the organizer through a dialog box of questions and answers, as well as a chat panel [16].

The conference format will be useful if you organize an interactive classroom environment and want students to work together on tasks and share information directly. It is better to choose webinars for online lectures - here participants have the opportunity to listen and view the content, as well as ask questions through a special function "Questions and Answers".

The chart below shows a parallel comparison of the features that are provided to licensed users of conferences and webinars - it will help you determine what is best for your training.

Feature	Large meeting	Webinar
Size	Up to 1,000 participants	Up to 10,000 attendiees
Registration	✓	✓
Recurring series	✓	✓
Chat	✓	✓
Polling	✓	✓
Reactions	✓	
Reporting	✓	✓
Practice Sessions/Green room		✓
Q&A		✓
Breakout rooms	✓	

2. How to best set up a virtual audience?

Here are some tips for creating the safest and most effective virtual audiences.

Set a password. Create a password for a conference or webinar and provide it to your students. Only participants who have access to a password will be able to join your virtual audience.

Request registration. With registration, which is set for both conferences and webinars, you can see who is planning to join your audience. You also have the ability to self-verify each registered user to identify future event attendees.

Turn on the waiting rooms. Waiting rooms do not allow users to join the class automatically. For those who have signed up for our school program, they are connected by default. You can take participants one or all at a time. You have a feature that allows students who use your school's domain to log in to bypass the waiting room. In this case, participants who do not have access to the school domain are accepted individually.

Disable the screen demonstration. For users in the field of education, this feature is set by default so that the screen demonstration is available only to event organizers. This way, participants will not be able to share distracting or inappropriate information in class. If you want to allow users to share content, change the settings for this feature or check the box to show content in the conference via the Security menu.

Disable personal chat. The organizer may block the chat and prevent students from exchanging messages with each other. Chat with the teacher remains available.

Manage participants. Use the Security menu controls to remove unwanted participants who have joined your activity. For more information on how to manage participants, such as mute, stop video, or prevent name changes, see our support page.

Block the conference. You can block a conference via the Security menu if you do not want additional participants to join it after the start of your session. Thanks to this feature, you can not only protect yourself from unwanted guests, but also wean students from being late.

3. What measures should be taken to ensure that classes in the classroom are safe?

There are a number of default features and settings that ensure the security of Zoom audiences and require no further action.

The Security menu is a handy section that brings together all the features that make conferences safer. Through this menu, organizers or co-organizers have access to the following functions:

- Conference lock
- Turn on the waiting room
- Deleting participants
- Prohibition on screen display, chat, personal name change and commenting for participants

4. How to control class attendance?

One way to track attendance is to require registration. This way you will

receive registration reports and find out who registered for the class and who attended it. Another way to control is to run surveys during class. After the survey, you can export the report and see who took part in it to mark those present.

5. How to make all students visible on the screen?

With Zoom Gallery View, you can see up to 49 participants at a time. To do this, enable this feature in the video settings. Don't worry if there are more than 49 students in the audience - The gallery view allows you to view up to a thousand participants. You just need to switch between the pages, where 49 thumbnails of users are displayed, using the left or right arrow.

6. How to set up session halls?

Session rooms provide the ability to divide the audience into 50 separate sessions or less. This feature is great for classes or assignments designed for group work. Audio, video and demonstration functions are fully available to the participants of each session hall. The organizers can receive notifications from the participants of each hall that they need help, as well as switch between halls to answer students' questions.

To use this feature, you must enable session rooms in conference settings. The organizer can distribute students in groups independently or automatically.

7. How to turn on the screen demonstration?

The screen demonstration is a feature that allows students to show slides, videos, and other important materials. You can also allow the screen to be shown to participants so that they can show their work. To turn on the feature, tap the green Screen Demonstration icon and select what you want to show. If you're showing a video, be sure to select the "Share computer audio" checkbox.

Through the screen demonstration, you can also broadcast an additional camera image during a Zoom session. This means that the organizer has the ability to display content from a document camera, which performs the same function as a ceiling projector. Appreciate our integration with Kaptivo, which allows you to read and transmit information from the board to audiences online.

8. How to leave comments?

By showing off your screen, you can add pictures, text and stickers to the content, and allow participants to leave comments on their screen. This is a great way to engage students in the process and work with them.

You can use the message board with participants during the demonstration. The message board is similar to a regular whiteboard for audiences, but in digital format - it is a white page and is needed to work on the tasks of the lesson with students.

9. What features are available for Chromebook users?

Chromebook users can use almost any of the conferencing features available on other devices. All you have to do is download the Zoom app from the Chrome Web Store and join your conference. After that, you can use all the features except polls, message boards, comments, and remote management, as they are not available for Chromebooks. Learn more about using Zoom on your Chromebook.

10. Is it possible to organize conferences and join them via mobile devices?

The Zoom platform provides seamless and reliable access to conferences on any device - including mobile. However, some conference controls, such as creating and running polls, creating session rooms, and controlling the screen demonstration for participants, are not available on mobile devices. The view of the gallery is also limited on smartphones and tablets.

Some advantages of Zoom technology should be taken into consideration:

- organizing hybrid and online lessons,
- attracting students with spectacular virtual assignments,
- expanding access to education,
- improving the learning process,
- increasing student engagement by combining synchronous and non-synchronous learning tools,
- connecting with other students, parents, and your educational community outside the classroom,
- integrating your educational ecosystem.

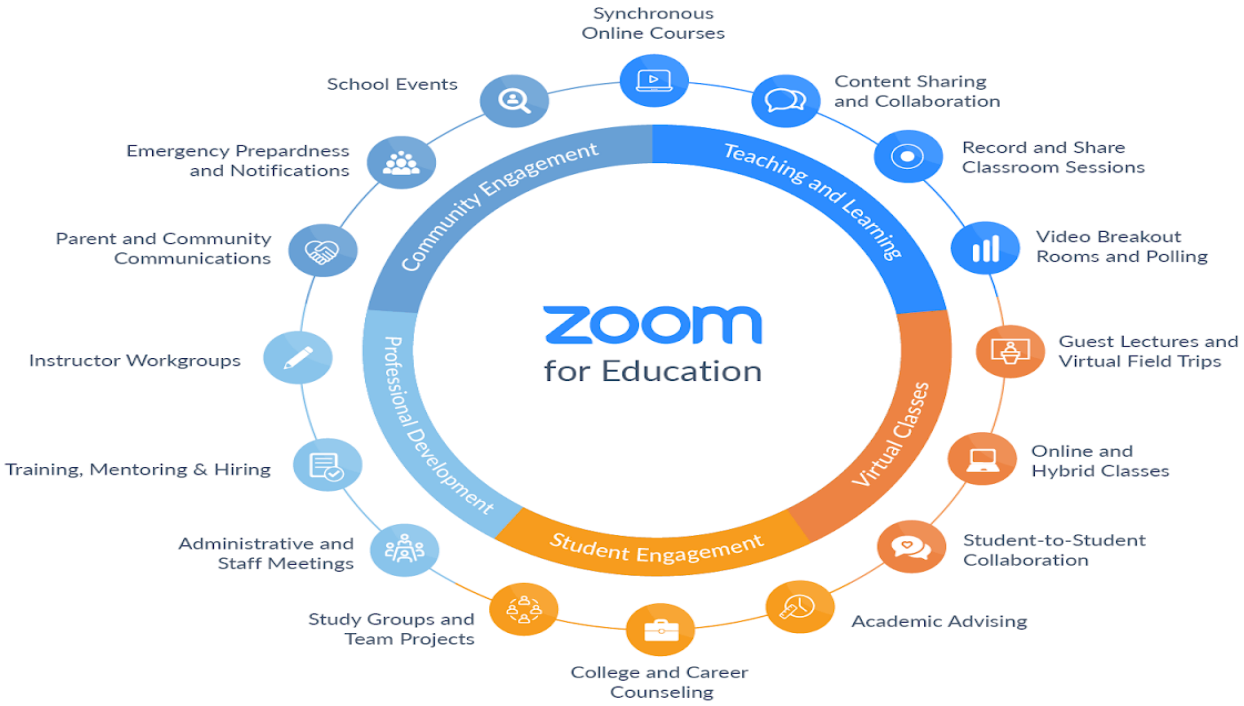
It should be mentioned that it is a full-fledged unified communications platform that provides new methods of teaching, learning, research and leadership. Zoom helps teachers to manage lessons: waiting rooms, a customizable virtual seating plan, multi-user tracking and tracking features, and other features will help you manage your online lesson. It is possible to increase involvement: one-click sharing, comments, e-mail, session rooms, surveys, reactions, and high-quality music mode contribute to student participation and engagement. Zoom supports asynchronous learning and records lessons so students can learn at their own pace. It also can adapt the learning process by getting the most out of API extensions for seamless integration with library management system (LMS) vendors such as Canvas, Blackboard, Desire2Learn, Moodle, Schoology, Sakai and more, create customized integrations with Zoom's LTI Pro and access the best educational applications through Zoom App Marketplace. The matter is that students and teachers are provided with special opportunities: on-demand subtitles, real-time decoding, keyboard shortcuts and other special features provide students with access to the services they need.

In addition to that, this technology ensures safety and regulatory compliance. Single sign-on for the audience, security features during the conference and other measures ensure the security of your Zoom audience, prevent disruptions and ensure compliance with FERPA and GDPR. Moreover, it can maintain a flexible working environment and integrates your communications across the organization with Zoom Phone, Zoom Chat, Zoom Rooms and digital displays [16].

Socrative

Socrative is a smart, student response system that empowers teachers to collect data from their students via smartphones, laptops, and tablets. It is a great way for teachers to assess students and collect immediate feedback. It is said that it is a quiz-based, formative assessment tool with multiple features that can enrich teaching and learning. Educators have a great opportunity to design quizzes, space races, exit tickets, and more to collect and analyze student data in real-time to make on-the-spot

teaching changes and improve student learning.



Socrative is considered to be a tool for creating, retrieving and distributing tests, as well as for testing. The service also has an extensive database with ready-made and tested by the site administration tests.

There are also 3 modes of testing:

1. Instant Feedback - students choose the answers to the questions in order, without the right to change the answer and even temporarily skip the question, leaving it for later.

2. Open Navigation - students can answer in any order and change the answers. However, even before the test is completed, the teacher sees the student's response.

3. Teacher Paced - the teacher chooses which question will be next and has the right to skip or repeat the question.

During the test, the teacher can observe in real time the progress of the test: in the table teachers can note who and how answered the various questions. After the test, the results can be saved to Google Drive or sent by mail. Socrative is a fairly easy to handle and learn service.

Service features:

- Creating many questions (text, logic).
- Work with your smartphone.
- Feedback from students.
- Instant result.
- Save tests, results in the application and on the computer.
- Easy registration of students.
- Parallel online and offline surveys (in the absence of phones for students).

In addition, Socrative can be easily accessed on the following operating systems: Windows, Apple, and Chrome. It is necessary to mention that no downloads are required. This modern application can also be used on numerous hardware: desktops, smartphones, tablets, and mobile phones [42].

It is essential to spend some time to become proficient with this tool. As soon as a free account is created, teachers are automatically given one public room. It is a special room, in fact a virtual meeting place for teachers and students. In order to track student activity within a public room, students must first enter the name of the public room, followed by their personal name.

The advantage of this tool is that students do not need to create their own accounts. They can be invited by teachers via a URL into a room to access a quiz, quick question or space race. Socrative offers a lot functions within a public room to its users: creating a quiz, searching for a quiz, copying a previous quiz, editting quizzes etc. Obviously question types can be multiple choice, true/false, or short answer, and question order can be shuffled for each student. The downside of the application is that while images can be uploaded to a quiz, there is no support for audio or video files.

There is also an option to download an Excel spreadsheet with data on overall class performance. Besides, individual student reports can also be available to download in PDF format or can also be e-mailed to teachers.

One remarkable feature of Socrative is the Quick Question which allows students to answer a multiple choice, true/false, or open-ended question in real-time. The matter is that it was intended to provide teachers with an easy method to capture collective classroom performance periodically throughout a lesson. Moreover, it permits teachers to calibrate their lessons, to better ensure that the learning needs of all students are being met. The benefit of Quick Question is that students' results can be shared immediately.

The next option provided by Socrative is Exit ticket. In fact, it is a quiz that is recommended to be launched at the end of a lesson. Thus students are provided with an opportunity to demonstrate their knowledge of content for the day and teachers can be ensured that the objectives of the lesson were met. It is recommended to use Exit Ticket to adjust homework assignments or address mistakes.

To conclude, with Space Race teachers are permitted to create a quiz so that students or student teams can contest. While answering each quiz question, students' avatar moves ahead in the race. The idea is that the student or team who answers the most number of questions correctly, during the specified time frame, wins the race. It should be mentioned that Socrative provides an opportunity for all students, regardless of level, to track and understand their progress and improves equity in education [29].

The teaching of a foreign language by means of information and technical means is determined by the following criteria:

1. to promote the efficiency of the educational process;

2. to provide immediate and constant reinforcement of the correctness of each student's educational actions;

3. to raise awareness and interest in language learning;

4. to provide prompt feedback and operational control of the actions of all students;

5. to have the ability to quickly enter answers without their long coding.

The activity of the modern educator is connected with the need to use visualized means of presenting information in electronic form; collect information received from different sources over time and merge it into a related structure. For this purpose, the teacher uses the capabilities of computer networks that provide the use of information exchange facilities and the sharing of hardware, software and information resources [77].

On this basis it is possible to increase students' motivation to learn a foreign language and to intensify the acquisition of skills specific for this discipline. Therefore, students are required to be trained in this environment and to use ICT in foreign language learning.

Based on the analysis of scientific works we have been shown that info-communication tools have a huge potential in preparing students in the process of learning a foreign language, which make it possible to get acquainted with different authentic, text, audio and video materials activities, create the conditions for realizing the intellectual potential of students, fostering tolerance of the common culture.

In this connection it is possible to formulate the following requirements for foreign language learning tools: the ability to use different types of learning activities for organizing; possibility of updating the educational material; methodically justified graphical interface; moderate and reasonable use of video and audio; the ability to process different types of data; local and network mode of work, implementation of audio control of students; the ability of the teacher to observe the process of teaching students in a networked environment; friendly intuitive interface; controlling students through quality testing. These tools should make it difficult for those students who successfully cope with the proposed tests and vice versa, and simplify the tasks for students who have difficulty completing them; collect information about common mistakes when performing tasks to process them, as well as keep statistics of errors in this section, analyze them and offer lessons to improve the assimilation of material.

In our opinion more active use of various innovative means will facilitate the acquisition of foreign language by students in the educational space which is the basis of the experimental research we are conducting.

4. Professional readiness of Humanities teachers to carry out innovative pedagogical activities

The readiness of the teachers to carry out professional activities is an integral part of their professional competence. Today's conditions, namely the rapid globalization, informatization, significant growth of technology, the need to work in a pandemic, make new demands on the teachers and their personal and professional qualities. The main task of national education is to create conditions for the development and self-development of each individual, to form a generation that will be able to learn throughout life, able to create and develop the values of civil society. That is why now, more than ever, we need teachers who are able to work with new

technologies, approaches, forms and methods of teaching.

The most significant sign of reforming modern educational systems is their "innovation", which is manifested in the testing of domestic and foreign educational technologies by teachers, which are alternative to traditional ones. In addition, innovative pedagogical activities are implemented through the creation of author's educational programs, technologies, etc. Therefore, an important component of teachers' professionalism is their readiness to evaluate new pedagogical technologies, determine their compliance with the needs and capabilities of a particular educational institution, readiness to introduce innovative forms and methods of work, readiness for innovative pedagogical activities.

The priority of the education development in the XXI century, the world community has recognized its quality, and the new standards of higher education clearly define the range of professional and general competencies that specialist must have in accordance with the degree of professional education. According to the National Strategy for Education Development in Ukraine for 2012-2021, one of the priority strategic directions of education development is the creation of a national system for monitoring the quality of education. Assessing the quality of education becomes an element of its effective management, so monitoring is an essential component of the organization of education, because it allows you to assess the compliance of education with certain standards, forecast development prospects and develop management influences.

Introduction of monitoring researches in various spheres of activity is carried out in studios of such scientists as I. Annenkova, N. Baidatska, L. Vasilchenko, T. Voloshin, A. Dakhin, G. Yelnikova, V. Zaika, N. Kruglova, I. Lapshina, O Lokshina, T. Lukina, K. Lupinovich, S. Lupinovich, A. Mayopov, I. Makarenko, M. Martinenko, V. Mozalev, S. Nesterenko, T. Olender, O. Ostroverkh, N. Pastukhova, V. Repkin , G. Repkina, Z. Ryabova, L. Tarasyuk, D. Wilms, A. Kharkivska, E. Khrykov, O. Chorna, L. Shchogoleva and others.

Terminological sources interpret the concept of monitoring somewhat differently. Thus, the compilers of the foreign words dictionary indicate the origin of the word from English *monitor* - to observe, and the term "monitoring" is interpreted as constant control over any process in order to study the compliance of this process to the desired result [52, c.287]. In the large explanatory dictionary of the modern Ukrainian language, "monitoring" is a continuous monitoring of any process in order to identify its compliance with the desired result [80, c.538].

In pedagogical sciences, monitoring is considered: as a means that allows continuous monitoring of the educational process in order to identify the effectiveness, rationality of a particular pedagogical method [8, c.36-37]; as an accompanying monitoring and current regulation of any process in education, based on certain indicators combined into a standard, and in accordance with these indicators is monitoring the condition and dynamics of the managed object in order to quickly diagnose, develop and adjust management decisions [81]; as a system of collecting, processing and disseminating information about the activities of the educational system, which provides continuous monitoring of its condition and

provides a forecast of its development[70]; as an effective means of education management, which allows to manage its quality through the receipt of quantitative and qualitative indicators [33].

We fully agree with the opinion of A. Kharkivska, who considers pedagogical monitoring as an effective way to manage the quality of education, which ensures the quality of all major components of the educational process, namely: goals, content of education, material and technical base, organization of the educational process [22].

Thus, the main result of the preliminary thematic analysis of scientific theory, we consider the realization that the vast majority of authors share an understanding of the essence of monitoring as a conceptually complete functional system designed to ensure the proper quality of education.

Clearly formulated principles of educational monitoring are presented in the works of O. Lokshina [31], E. Khrykov [23], L. Shchogoleva [65]. Among them the main ones are the principles of coherence of normative and legal, organizational and scientific support of its constituent parts; validity - compliance of the proposed control tasks with the content of the studied material, clarity of measurement and evaluation criteria; regularity - monitoring in a certain sequence (stages); objectivity, taking into account all the results (positive and negative) and the complexity of the study; continuity and duration of observations; timeliness of receiving, processing and use of objective information; reflectivity, which is manifested in the reflection of the quality of results, the implementation of self-assessment and self-control; taking into account psychological and pedagogical features; humanistic orientation of monitoring.

In order to ensure adequate use of the conceptual apparatus in our research in the development of the monitoring system, we will also clarify the essence of the concepts of "professional readiness" and "innovation".

N. Mazur [36] in his research identifies two approaches to the definition of "readiness": according to the first, readiness is interpreted as a certain mental state, and the second - as a certain property or system of properties and qualities of personality. The researcher highlights the main similarity of the studied phenomenon in the views of scientists: most include the concept of readiness, knowledge, skills, experience and the attitude of the individual to the future profession, which is the desire for self-realization in it.

Research on readiness is also found in the works of K. Durai-Novakovska, who understands it as a system of integrative qualities, properties, knowledge and skills of the individual [10].

The phenomenon of "professional readiness" has long attracted the attention of scientists and has been the subject of special research since the 19th century. The concept of professional readiness of teachers is considered from different positions, but most often researchers use it in the meaning of the functions of the teacher in the practical meaning of his skills.

M. Kulakova, L. Miroshnychenko, L. Bekirova, I. Gavrish, L. Dziuba-Shpuryk, O. Dupliychuk, K. Durai-Novakova, V. Kovalev, L. Koval. , D. Pashchenko, A. Polyakov, V. Slastyonin, O. Shapran and others studied the problem

of professional readiness formation and its structure at different times.

The most significant interpretation of the concept "readiness for professional activity" and its components is found in the works of V. Slastyonin[68]. Together with the researcher, we are convinced that readiness for professional activity is an integral part of professional competence of a specialist, and this phenomenon must be manifested in the ability to identify with others, in an appropriate psychological state that reflects the dynamism of the individual, richness of energy, initiative, will, ingenuity and emotional stability; the presence of professional thinking, which allows you to identify cause-and-effect relationships, analyze their activities, find scientifically sound explanations for successes and failures, as well as predict the results of work.

The analysis of scientific sources revealed some differences in the number of components of readiness for professional activity of teachers. Thus, scientists M. Dyachenko and L. Kandybovych distinguish 5 components: motivational, orientational, operational, volitional and evaluative [11]. Evaluation, according to scientists, is manifested in the presence of a specialist's need to successfully perform the task, interest in the object of activity, in the pursuit of success; the orientation component should include knowledge and ideas about the features and conditions of activity; the presence of an operational component implies mastery of methods and techniques, skills and abilities; the volitional component is characterized by the internal need of the individual to control their actions; the ability of individuals to provide self-assessment of their preparedness and compliance with the process of solving professional problems is an evaluative component.

E. Zeyer, O. Konyukhova include in the structure of professional readiness 4 components, namely: motivational, cognitive, emotional and volitional. The motivational component is manifested in the need for work, interest in the profession, as well as in the idea of social status, prestige of the profession, material interest; cognitive component includes understanding the social significance of the chosen profession, knowledge of ways to achieve the goal; pride in the profession, aesthetic attitude to professional skills is an emotional component; volitional component involves the ability to mobilize their forces, to overcome difficulties on the way to the goal [83].

N. Ippolitova identifies 3 interrelated components of a teacher’s readiness for professional activity: personal, cognitive and praxicological components. The personal component includes the degree of moral and pedagogical readiness of the teacher for professional activity, and also reflects the level of formation of value orientations, interest in the profession, the level of motivation development; the cognitive component reflects the level of awareness of the teacher about the nature and content of pedagogical activities, the availability of general pedagogical, methodological, special subject knowledge necessary for effective professional and pedagogical activities; the presence of professional skills and abilities necessary for the implementation of pedagogical activities and ensuring its effectiveness determines the praxicological component [18].

Agreeing with the opinion of V. Maslennikova, we believe that one of the most

important components of a teacher's readiness for teaching is the moral component, which includes a certain set of personality traits. The profession of a teacher belongs to the socially significant professions that require working with full commitment in the interests of society, while showing a sense of responsibility, independence, perseverance in achieving the goal, creative performance of professional functions [35].

Let's move on to the interpretation of the term " innovative activity ", which is important for our research. The problem of innovative pedagogical activity attracts the attention of many scientists and is studied in different aspects: methodological (I. Gavrish, G. Kornetov, V. Zagvyazinsky, V. Lyaudis, V. Palamarchuk, I. Pidlasy, O. Savchenko, V. Slastyonin), axiological (M. Burgin, M. Klarin, O. Popova, M. Potashnyk), praxiological (S. Sedova, L. Strutsenko, A. Prigozhin), methodical (V. Bespalko, O. Piddubtseva, A. Verbytsky, N. Osukhova, E. Plekhanov), managerial (L. Danylenko, V. Kvasha, O. Homeryky)

Innovations (from the Italian - *innovatione* - novelty, innovation) are new forms of organization and management, new types of technology that cover various areas of human life. We agree with the opinion of many researchers that at the present stage of pedagogical science development there are many innovative teaching methods.

In the pedagogical sciences, the term "innovation" also has a significant number of interpretations. Let's turn to those that are most suitable for our study. Innovation, according to I. Dychkivska, in the context of the pedagogical process, means the introduction of something new in the purpose, content, methods and forms of teaching and education, the organization of joint activities of teacher and student[12].

Readiness for innovative pedagogical activity should be considered as a special personal state, which presupposes that the teacher has a motivational and value attitude to professional activity, possession of effective ways and means of achieving pedagogical goals, ability to creativity and reflection [12].

Scientists identify certain components of readiness for innovation. Thus, O. Honcharova is convinced that the main components of the future foreign language teacher 's readiness for innovative activity are motivational, cognitive, operational amd activity and reflexive [15]. I. Dychkivska to the components of readiness for innovative activity includes: motivational, cognitive, creative, reflexive [12]. According to N. Plahotniuk, the main components of future teachers' readiness for innovative activity are motivational, cognitive and operational, creative, and reflexive [45]. V. Slastyonin and L. Podymova distinguish motivational, creative, technological, reflective components of the teacher's readiness for innovative professional activity [68].

Our analysis of scientific sources allowed us to develop our own system for monitoring the professional readiness of Humanitiesteachers for innovation based on the previously mentioned pedagogical requirements, principles, methods, amd stages of its implementation.

6. Monitoring of the professional readiness of Humanities teachers for innovative activities

We have identified the following components of professional readiness of Humanities teachers to carry out innovative activities: *personal and reflexive* (this component is realized through such reflective processes as self-understanding and understanding of others, self-evaluation and evaluation of others, self-interpretation and interpretation of others), *motivational* (teacher activity, desire for success, positive attitude and cognitive interest for innovations in professional activity, desire to participate in the creation, implementation and dissemination of pedagogical innovations), *creative* (creative thinking and search for non-standard ways to solve pedagogical problems). Each component was evaluated on four levels: ***low, medium, sufficient and high***.

The monitoring process was conducted in three stages. At the *organizational stage*, we determined the purpose of monitoring and respondents, developed author's questionnaires, selected methods.

The purpose of monitoring is to identify the degree of professional readiness of Humanitiesteachers for innovative activities in order to improve the educational system.

Well-grounded, tested in practice methods were used for monitoring, which significantly increased the reliability of the results. These are the following methodological tools: questionnaire "Identification of abilities for self-development and self-reflection", test "Assessment of the level of the individual creative potential", developed by V. Blinova and Y. Blinova questionnaire[5], "Diagnostics of the individual's motivative level for the success by T. Ehlers"

The monitoring was conducted in 5 institutions of higher education (**IHE**), namely: Dnipro State University of Agriculture and Economics (**IHE** № 1), Dnipro Academy of Continuing Education (**IHE** № 2), Prydniprovska State Academy of Civil Engineering and Architecture (**IHE** № 3), Dnipro State Medical Academy (**IHE** № 4), Dnipro University of Customs and Finance (**IHE** № 5). The main methods of collecting information were testing, questionnaires, interviews.

The total number of respondents who took part in the formative stage of monitoring was **120** teachers.

To monitor the level of formation of the *motivational* component, teachers were offered questionnaire created by T. Ehlers. The questionnaire contained **41** questions, each question had to be answered "yes" or "no".

Methods of diagnosing of individual's motivative level to the success by T. Ehlers

Answer "Yes" or "No" to each of the following questions.

1. When there is a choice between two options, it is better to do it faster than to postpone it for a while.
2. I get easily annoyed when I notice that I can't complete the task on 100%.
3. When I work, it looks like I'm putting everything on the line.
4. When a problem situation arises, I often make one of the last decisions.
5. When I have nothing to do for two days, I lose my composure.

6. In some days my progress is average.

7. In relation to myself I am more strict than in relation to others.

8. I am more friendly than others.

9. When I give up a difficult task, I strongly condemn myself, because I know that I would succeed in it.

10. In the process, I need short breaks to rest.

11. Diligence is not my main trait.

12. My achievements in work are not always the same.

13. I am more attracted to other work than the one I do.

14. Condemnation stimulates me more than praise.

15. I know that my colleagues consider me a business person.

16. Obstacles make my decisions harder.

17. It is easy for me to arouse ambition.

18. When I work without inspiration, it's usually noticeable.

19. When doing work, I do not count on the help of others.

20. Sometimes I put off what I should have done now.

21. You need to rely only on yourself.

22. There are few things in life that are more important than money.

23. Whenever I need to do an important task, I don't think about anything else.

24. I am less ambitious than many others.

25. At the end of the holidays, I am usually happy to go to work soon.

26. When I am ready for work, I do it better and more qualified than others.

27. It is easier for me to communicate with people who can work hard.

28. When I have no business, I feel uneasy.

29. I have to do responsible work more often than others.

30. When I have to make a decision, I try to do it as best as I can.

31. My friends sometimes think I'm lazy.

32. My success sometimes depends on my colleagues.

33. It is pointless to oppose the will of the leader.

34. Sometimes you do not know what work you have to do.

35. When something goes wrong, I'm impatient.

36. I usually pay little attention to my achievements.

37. When I work with others, my work gives greater results than the work of others.

38. I do not complete many things I do .

39. I envy people who are not busy.

40. I do not envy those who seek power and position.

41. When I am sure that I am right, I take extreme measures to prove it.

Key. You got 1 point for answering "Yes" to the following questions: 2, 3, 4, 5, 7, 8, 9,10, 14,15, 16,17, 21, 22, 25, 26, 27, 28, 29, 30, 32, 37, 41. You also got 1 point for answering "No" to questions 6, 13, 18, 20, 24, 31, 36, 38, 39.

Answers to questions 1, 11, 12, 19, 23, 33, 34, 35, 40 are not taken into account. Calculate the amount of points scored.

Result:

- **From 1 to 10 points**: low level of motivation to succeed;
- **From 11 to 16 points**: medium level of motivation to succeed;
- **From 17 to 20 points**: sufficient level of motivation;
- **Over 21 points**: high level of motivation to succeed.

Table 1

The results of a survey to determine the individual's motivative level to the success *(by number of respondents)*

	IHE № 1	**IHE № 2**	**IHE № 3**	**IHE № 4**	**IHE № 5**	**Total number of respondents**
LOW	2	2	2	4	2	**12**
MEDIUM	8	7	11	13	14	**53**
SUFFICIENT	6	7	7	6	6	**32**
HIGH	5	3	8	4	3	**23**

The results of monitoring (table 1) (fig. 1) showed that 10% of teachers have a low level of motivation to succeed, 44% - average, 27% - sufficient and 18% - a high level of motivation to succeed.

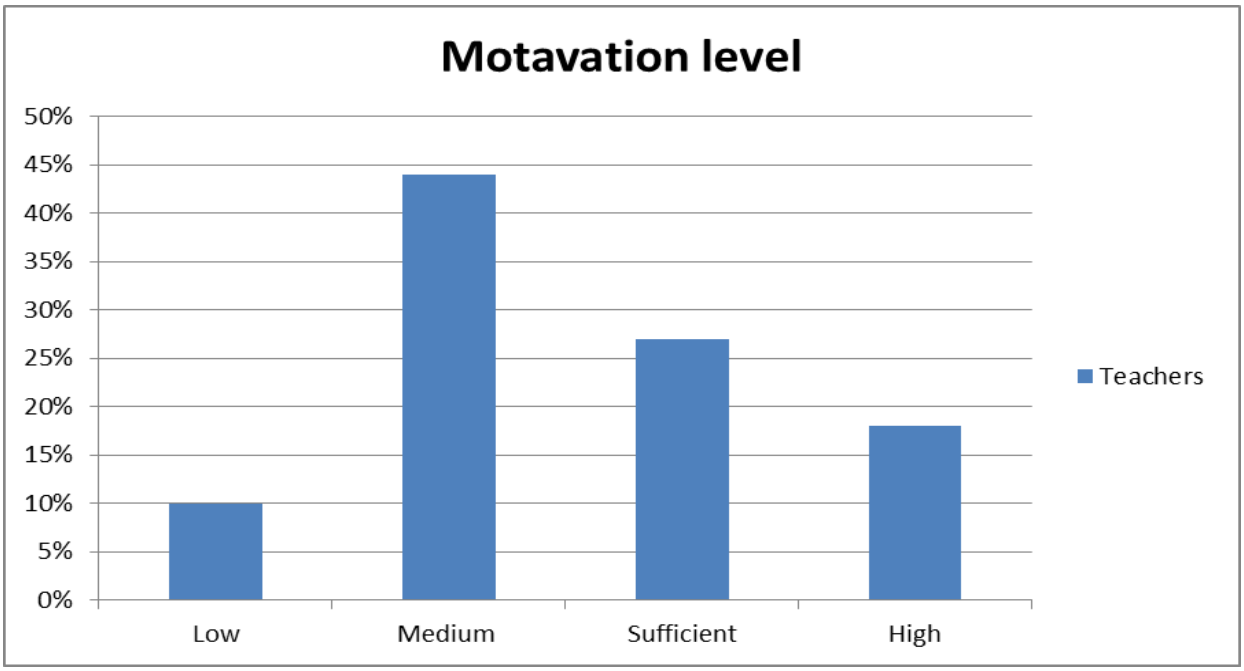


Fig. 1 The individual's motivative level to the success (%)

To monitor the level of formation of the *personal and reflexive* component, teachers were offered a following questionnaire, which aim is to identify the teacher's ability to self-development and self-reflection.

*"**Identification of abilities for self-development and self-reflection.***

1. I always try to study myself.

2. I leave time for development, no matter how busy I am at work (study) and housework.

3. Obstacles stimulate my activity.

4. I am looking for feedback as it helps me to know and evaluate myself.

5. I reflect on my activities, devoting special time to it.

6. I analyze my feelings and experiences.

7. I read a lot.

8. I discuss widely the issues I need.

9. I believe in my abilities.

10. I strive to be more open.

11. I am aware of the influence that people around have on me.

12. I manage my professional development and get positive results.

13. I enjoy learning something new.

14. Growing responsibility does not frighten me.

15. I would be positive about my promotion.

Respondents had to determine if each statement is true or not true according to the following scheme: the statement is completely true - **5 points**; more true than not true- **4 points**; fifty-fifty - **3 points**; rather not true - **2 points**; not true - **1 point**.

The total number of points determined the level of ability to self-development and self-reflection, namely: **1-18 points** - low level, **19-37 points** - medium level, **38-59 points** - sufficient level and **60-75 points** - high level.

Table 2

The results of a survey to identify teachers' abilities for self-development and self-reflection *(by number of respondents)*

	IHE № 1	**IHE № 2**	**IHE № 3**	**IHE № 4**	**IHE № 5**	**Total number of respondents**
LOW	4	4	3	2	3	**16**
MEDIUM	10	9	12	10	10	**51**
SUFFICIENT	17	14	20	26	23	**28**
HIGH	24	10	15	14	27	**25**

The results of monitoring (table 2) (fig.2) showed that 13% of teachers have a low level of formation of the personal and reflexive component, 34% - medium, but 53% of teachers have a sufficient and high level of formation of the personal and reflexive component.

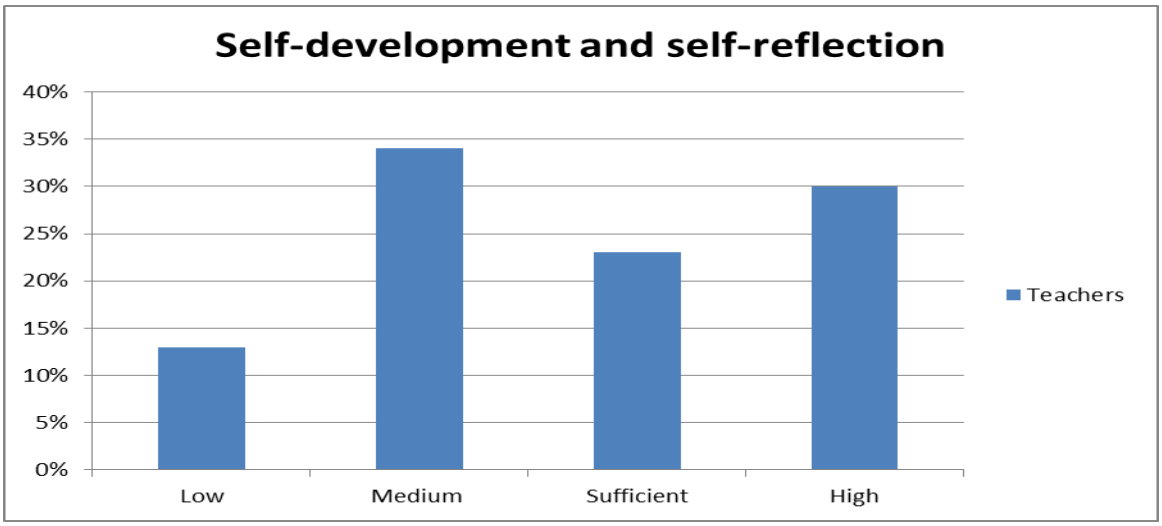


Fig. 2. The results of a survey to identify teachers' abilities for self-development and self-reflection (%)

To monitor the level of formation of the *creative* component, teachers were offered a test to assess the level of the individual creative potential. Respondents were asked 18 questions.

1. How often do you manage to finish started bisiness?

2. If all people are divided into logicians and heurists (generators of ideas), to what extent are you a generator of ideas?

3. To what extent do you consider yourself a decisive person?

4. To what extent does your final "product", your creation, most often differ from the original project, concept?

5. How capable are you of being demanding and persistent so that the people who promised you something would keep their promise?

6. How often do you have to make critical judgments about someone?

7. How often does the solution to the problems you have depends on your energy and assertiveness?

8. What percentage of people in your team most often support you, your initiatives and proposals?

9. How often do you have an optimistic and cheerful mood?

10. If all the problems that you had to solve over the past year can be conditionally divided into theoretical and practical, then what is the proportion of practical problems among them?

11. How often did you have to defend your principles and beliefs?

12. To what extent does your sociability contribute in solving your vital problems?

13. How often do you have situations when you have to take the main responsibility for solving the most difficult problems in the team?

14. How often and to what extent do you manage to implement your ideas and projects?

15. How often do you manage, showing resourcefulness and even enterprise, to

demonstrate leadership at work or study?

16. How many people among your friends and relatives who consider you a well-mannered and intelligent person?

17. How often in your life have you done something that was perceived even by your friends as a surprise or a fundamentally new business?

18. How often have you had to fundamentally reform your life or find new approaches to solving old problems?

In self-assessment, teachers should put the marks 1-10 for each question accoding to the level of development. Teachers were recommended to imagine the highest (10th) level of development of the corresponding quality and the lowest (1st) level and find themselves a place on a 10-point scale.

The total number of points determined the level of creative potential of the individual, namely: **1-36 points - low** level, **37-73 points - medium** level, **74-108 points - sufficient** level and **109-142 points - high** level of creativity.

Table 3

The results of a survey to identify the level of creative potential of the individual *(by number of respondents)*

	IHE № 1	**IHE № 2**	**IHE № 3**	**IHE № 4**	**IHE № 5**	**Total number of respondents**
LOW	3	2	3	2	4	**14**
MEDIUM	8	7	9	7	11	**42**
SUFFICIENT	7	8	6	9	6	**36**
HIGH	4	3	5	2	4	**18**

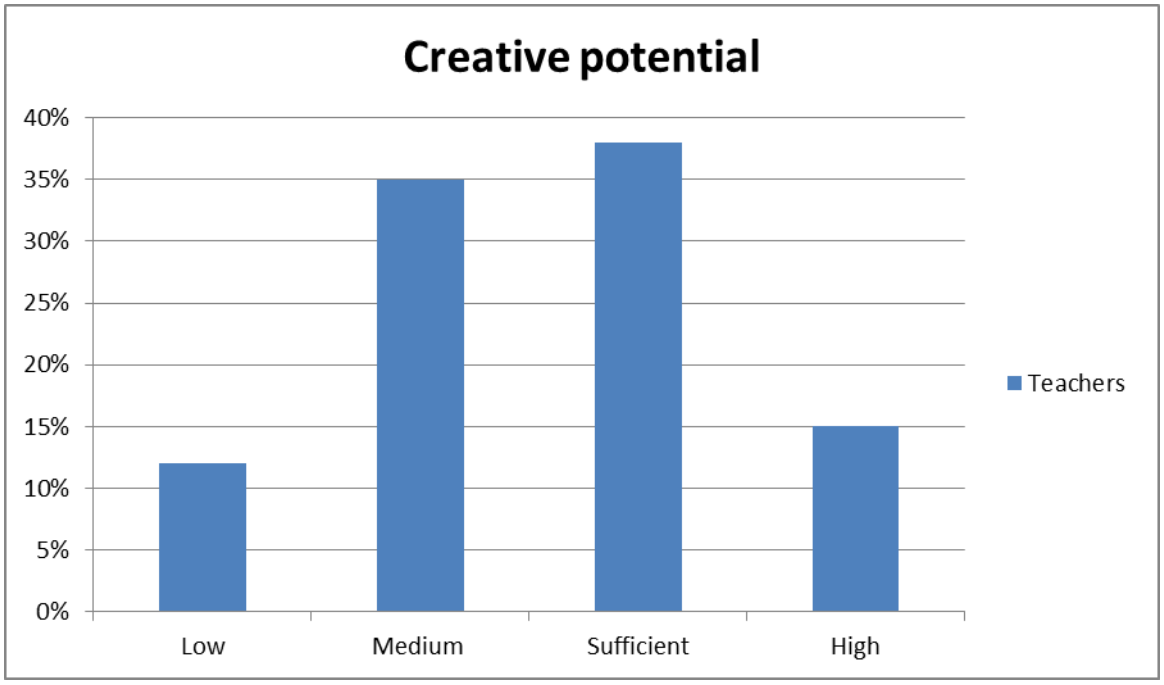


Fig. 3 The results of a survey to identify the level of creative potential of the individual *(%)*

The results of monitoring (table 3) showed that 12% of teachers have a low level of creative potential, 35% - medium level, but 55% of teachers have a sufficient and high level of creative potential.

In order to identify the main reasons that inhibit the effective innovative work of Humanities teachers, we conducted a survey, during which teachers had to indicate the main reason of inhibition. The following reasons were named by teachers:

- insufficient level of theoretical knowledge and practical skills for the implementation of innovative technologies and methods of work (**18** respondents) (15%);

- insufficient material and technical base in the educational institution, which would allow to carry out innovative activities (**42** respondents) (35%);

- lack of time for self-development due to excessive workload (**29** respondents (24%)

- personal fears and psychological unpreparedness for innovation (**14** respondents (12%) and other reasons (**17** respondents (14%)).

Among other reasons mentioned by teachers were: lack of interest in the profession, low earnings, unwillingness to improve, negative and stereotypical attitude to innovation in education.

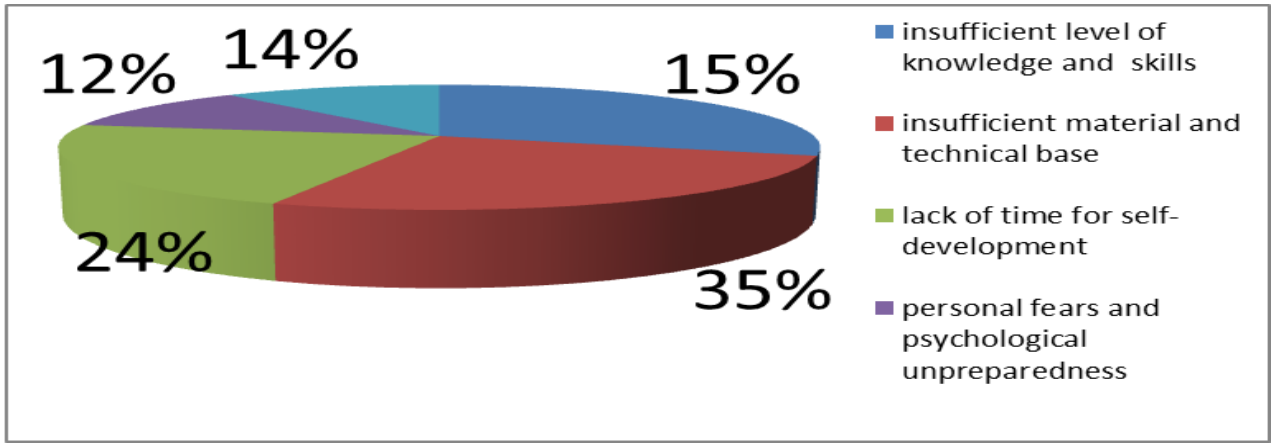


Fig. 4 Reasons that inhibit the application of innovations in the pedagogical activities of the Humanities teachers (%)

Thus, the main reason (Fig. 4), which inhibit 35% teachers to innovations in their work, is the material and technical base in the institution of higher education. Other important reasons are insufficient time for self-development and insufficient level of knowledge and ideas about the peculiarities of innovative educational process. 12% of teachers have personal fears about the introduction of innovative education.

As one of the significant reasons for slowing down the learning process was the lack of knowledge and skills in innovative education, teachers were offered a questionnaire in which they should choose the main source of knowledge about innovation in education: *Internet* (various educational sites, educational platforms);

training courses; *printed mass media* (magazines, manuals, methodical recommendations); *participation* in methodological associations, seminars, conferences, symposiums, round tables, etc.

Respondents were asked to name several sources, but be sure to indicate which is the most effective and favorable for them. Among 120 respondents, **48** respondents mentioned the Internet as the main source of additional knowledge, **18** – training courses, **18** - print media (journals, manuals, methodological books), **36** - participation in methodological associations, seminars and conferences (Fig.5).

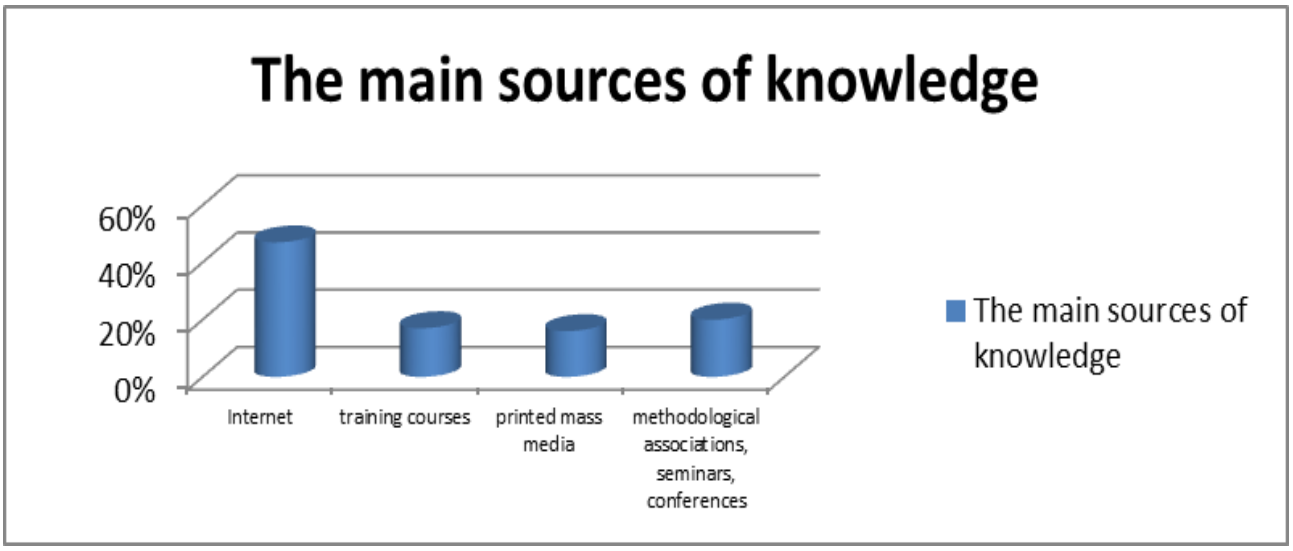


Fig. 5. Sources from which teachers receive additional information about educational innovations (%)

Table 4

Results of monitoring the professional readiness of Humanities teachers for innovation by components and levels (%)

	Personal and reflexive	**Motavational**	**Creative**
LOW	13	10	15
MEDIUM	34	44	35
SUFFICIENT	28	27	24
HIGH	25	19	26

The monitoring results show that more than 50% of teachers in all components have a high and sufficient level of professional readiness for innovation. This testifies to the significant potential of teachers who are ready to introduce innovations in their pedagogical activities.

However, 38% of teachers have medium and more than 12% a low level of professional readiness for innovation by all components. This leads us to the conclusion that it is necessary to create conditions in higher education institutions that would promote the development of Humanities teachers' skills of self-

development and self-improvement, development of scientific, methodological, research skills, the desire to increase their innovative competence.

Conclusions. All of the above makes it possible to conclude that the use of innovative technologies in the educational process has provided a number of advantages, namely:

- provided a high level of interactivity between the students and the material;
- provided the opportunity to develop and improve various learning styles and interactions;
- promoted motivation and encouragement of students.

In addition, the use of innovative technologies makes it possible to improve the students learning abilities and skills, increase students' independency and creativity. These technologies attract students with the novelty and the opportunity to develop themselves. They reveal the joy of learning, the world of intelligence, creativity and future.

Teachers realized that positive learning motivation should ensure not only the content of learning, but also properly organized communicative activities of students through innovative technologies. Thus, the teachers tried to actualize the needs of students in the implementation of active professional dialogue, interaction; to form the motives of communication in a professionally directed electronic environment, to realize the possibilities of this environment for the exchange of professionally directed information among specialists; to form the students desire to deepen their knowledge and skills, information and communication tools, improvement of skills in working with information and communicative technologies, development of a critical attitude to the results of their activities, etc.

So, it should be noted that modern information technologies and innovative teaching methods give university instructors tremendous opportunities for education, professional growth; they provide access to unlimited information, and give the chance to conduct dialogue with the whole world. Taking part in scientific and methodological seminars, teachers have the opportunity to improve their abilities and pedagogical skills with the help of innovative technologies, to find an individual style of work with students.

Besides, the monitoring revealed certain shortcomings in the system of professional training of teachers to carry out innovative pedagogical activities. However, the data obtained during the monitoring show a general trend of increasing interest of teachers to the problem of implementing innovations in the practice of higher educational institutions, as most educators understand such implementation as a modern objective necessity. At the same time, negative results were recorded. In the course of the survey it was revealed that a certain number of pedagogical staff is insufficiently acquainted with the conceptual apparatus of the researched problem and the method of its implementation in educational activities.

The need to introduce innovative technologies, methods, approaches in the educational process of higher education is explained by the fact that the current stage of development of Ukrainian education requires teachers who not only have the appropriate level of education and qualifications, but also have the ability and skills

to solve pedagogical problems through innovative approaches. Undoubtedly, the success of innovative reforms depends on the teacher creative potential, readiness for self-improvement and self-development, his or her professional competence.

Training of competitive teachers with a high level of professional readiness for innovation requires the transformation of the traditional system into an innovative one for providing qualitive educational services through the use of new technologies

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6.2. INNOVATION TECHNOLOGIES IN DISTANT EDUCATION OF FOREIGN STUDENTS

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Summary. The paper is devoted to using of innovation technologies in distant teaching of foreign students. Distance teaching has become a challenge to modern higher education and has forced teachers to adapt quickly to new teaching conditions. Work with foreign students is no exception. In the research, the author analyses the concept of distance learning, identifies its advantages and disadvantages, describes innovative teaching technologies, among which interactive technologies, that