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INTERACTIVE FORMS AND METHODS OF PROFESSIONAL TRAINING OF ECONOMIC SPHERE SPECIALISTS IN HIGHER EDUCATION OF UKRAINE

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The article covers integration forms and methods of professional training of the economic sphere specialists in higher education institutions. It presents characteristics of methods of the professional training of future specialists, highlights feature and effectiveness of the use of seminars, trainings, round tables, conferences, case-study methods, discussions, webinars in the educational process of the university. The characteristic features of case method as an innovative method of learning disclosed. The features of some kinds of lectures in the modern higher school analyzed.

Keywords: economic education, forms, methods, economic sphere, vocational training, higher education institution.

Introduction. Global trends of modern society development have significantly influenced national pedagogical education. The rapid development of technology education sets new challenges that require revision of forms and methods of training future professionals. Therefore, the question of updating issues of improving quality of training of future professionals of the economic sector on the basis of introduction of modern forms and methods.

The problem of choosing forms and methods of training specialists of economic has been studied by a number of scholars, including V. Bykov, A. Bugrij, T. Vdovychyn, A. Voynarovsky V. Dushkevych, G. Kovalchuk, V. Kraevskyy, N. Machynska, K. Osadcha , S. Ryabova, O. Ustinova, P. Sheremet, A. Yatsyshyn et al.

The aim of the article is highlighting integration of forms and methods of professional training of the economic sector specialists in higher educational institutions of Ukraine.

It should be noted that the higher education institutions introduce active forms of communication and exchange of information between the subjects of the educational process, like: seminars, trainings, round tables, conferences and other forms. However, it is worth mentioning that modern internet technologies can use the above pointed forms of communication between participants being territorially placed in different parts of the globe.

Their communication is provided using computer equipment, Internet channels, and relevant software. The specified communication has the following names: on-line-seminar, web-conference webinar and so on. Software platform for webinars can be programs that are installed on the institution server, or placed in the World Wide Net on the companies' servers [5, p.43].

As we stated above, there are free and paid platforms for holding webinars. The use of open platforms for conducting webinars will promote opportunities of each person to use contemporary IT for building information and knowledge, use it and share it, produce goods and provide services.

The use of IT in training specialists of high school pedagogy (students) in distance learning, requires formation of knowledge and skills of information technology in educational activities [8]; development of software content for training teachers; use of software application (including electronic general and educational means), electronic textbooks in the educational process; creating multimedia software, electronic manual materials, information and thematic publications, presentations, Web-sites; mastering service capabilities of electronic media of general and educational purpose; users' mastering ways of managing educational software. The interaction of teachers and information technology teachers

resulted in a site full of interesting educational and teaching materials, and virtual methodology groups.

The site materials, experience of colleagues shared in virtual teaching groups, can be used by all participants of the educational process: by teachers in preparation and conducting classes, by students in the classroom and correspondence studies, methodologists, developers of teaching methodological materials.

Despite the considerable criticism of lecture as a method and form of organization of educational process in higher education, lecture remains the most widespread organizational form and the most often used teaching method. However, in this case it is advisable to pay attention not only to the teacher-lecturer's skills, but also to the "listeners' skills", students' existing readiness to perceive lectures.

Let us analyze the features of conducting some types of lectures, which are widely used in modern high school. Thus, lecture-dialogue deserves attention as a form of organization of the educational process. Each lecture-dialogue consists of three stages of setting the problem for the audience.

At this stage teacher's role is to determine the number of issues that require consideration in the debate on this issue, direct the discussion into the mainstream of the topic.

The second stage suggests finding the right solution of the problem. The task of the lecturer is to provide further information on the issue in question, identify new judgments and inferences, outline solutions to the problem based on the expressed points of view.

The third stage of the lectures involves making conclusions. The lecturer sums up the opinions, theses, the reasoning of students made during the discussion, expresses his opinions and judgments on the issue,

puts support questions and relates main findings of the problem being discussed.

Noteworthy are the so-called 'reduced' lectures - "working sessions", integrated lectures, which are actively and increasingly integrated in the educational process of higher educational institutions. Depending on the tasks of teaching lectures, respectively, changes the function of teachers: teachers are a led by a professor group who teach particular subject. The main task of the professor, however, remains the same: preparation and presentation of the textual material. Others are opponents or collaborators in the presentation of the lecture material. The practice of previous self-preparation of students for lectures is carried out, for example, in Lviv Academy of Commerce [3].

Quite often is the practice of teaching integrated blocks of lectures, which is a must visit, and in the other cases it is optional [2, p.20]. Activation of mental activity of students in class, according to many researchers, is achieved by various means: through interpersonal contacts, intensifying attention, directed impact on group interests, authority, and in recent years through the psychological characteristics of visual and technical training means.

The cutting edge of the modern lecture includes problematic issues put forward by teachers to create a proper psychological climate and obtain immediate feedback, to carry out a reflection of students' understanding of the content and the establishment of professional work with psycho-emotional mood of the audience, to open as a scientist, educator and citizen.

In general, psychology of learning is a characteristic feature of lecture and seminar courses at selected universities. Using video helps students to assimilate information. Preparation, organization and completion of lectures presupposes a pause, is a kind of switching listeners' attention. Technical

means are used as auxiliary illustrative-didactic materials in various types of monitoring and evaluation of students' knowledge [6, p.229].

In many universities are very common the so-called educational bags containing textbooks, books, notebooks for individual classes, based on the idea of algorithmization of training. These tutorials are divided into separate 'modules', students can fill them on their own, responding the questions. 'Modules' contain material of varying difficulty for students with diverse backgrounds and abilities.

The package includes DVDs, slide shows and the like. Educational bags may contain a set of items for construction, drawing, painting, as well as guidelines for teachers, including a list of activities and the procedure for their implementation, advice on the organization of individual work or work in small groups, the recommendations on the organization of laboratory and practical works, didactic games as well as questions for self-examination. The development of such programs, a package is carried out by specially created Centers of excellence for governing teaching staff of institutions (departments) of education of various universities [5, p.116].

Programs are dynamic, flexible, and are designed for a wide range of possible research and life situations. In the active, free and open discussions at the lecture, even teachers can learn something new. Roles are movable or changeable, and each can become an educator and a student. Other lectures in a certain extent, are versions of lectures with the participation of students and include the interaction of students with different backgrounds.

Students require exactly this type of cooperation, especially when it comes to a large lecture course; criticism of higher education address supports these requirements. Exploring new ideas and proposals made by students, we came to the conclusion that participation of students in the lecture is closely related to learning efficiency. Determining the

effectiveness, students appreciate those teachers who treat them with respect, pay attention to the life of the groups, use existing materials and particular facts in order to interest the students [2, p.19].

Another kind of lecture is a “problem setting lecture” that may include the following elements: a demonstration, proofs and examples. Such a lecture starts with a question or a paradox, riddle or unfinished story - problems that catch students’ attention. The answer is disclosed during the lecture. And if you look for the answer skillfully, it could be found just 10 minutes before the end of the lecture.

Solution of the problem associated with a particular area of activity, may require scientific confirmation, mathematical proof, economic model, or conclusions about the content of the novel or historical facts. Throughout the lecture posed question encourages students to complete all the planned gaps in the proposed story (or model) by their own versions of the problem solution [1, p.75-76].

One of the most common methods, along with the lecture method is considered “the alternative” (discussion) training method, which claims to be the leading one in workshops, in “free group discussions”, in the “classrooms” (group lessons for 10-20 students). Some scientists believe the discussion helps students better understand the problem, because:

- informational message of each participant is accompanied by ideas of others;
- various aspects of the problem under discussion are discussed;
- new, often unexpected suggestions are spoken out;
- participants have the opportunity to speak critically, accepting or rejecting proposals, arising in the course of the discussion;
- it is implemented the overall adjustment of expressed views, and is formed group opinion or made a decision [4, p.326].

If in the course of the discussion the students it is revealed that had insufficient information, it is necessary to direct them to an independent completion of the material, and then continue the discussion. In foreign high school the use of partial discussion is practiced, that is arranged like this: the text studied under study is read, or a video is provided, in some particular places the process is interrupted and the members of the group start a discussion.

Activation of informative interest at students is promoted by the use of a special type of interdisciplinary seminar - workshop “beyond” the institution of higher education, or “field” workshop. Classes are designed to term and are generally conducted in two stages. At the first stage, participants of the workshop in the educational institutions study the activities of a particular organization (in medicine – the theory). At the second stage, classes are conducted directly into an organization where students not only watch the activity, but also take active part in it. At the end of the workshop the student writes the essay on the relevant issues, which will be discussed in group and is counted as crediting [2, p.20].

One of the most effective and popular methods in training future specialists of the economic sector is the case-study method. Based on results of the theoretical analysis, we consider it necessary to define the characteristics of case-study method as an innovative learning method:

- case-study method is a method of the post-classical teaching methodologies; it is contrary to the classical methodology, opposite to it, and at the same time it is a result of qualitative renewal of educational classics; under current conditions, along with other methods this method is the way to approval the post-classical model of education in the society;

- this method is characterized by high methodological richness, because it contains a significant epistemological, axiological and praxeological potential; it allows you to accumulate significant amounts of

knowledge, build professional skills of students, to exercise effective control over them;

- case-study method is an intensive education method, which mobilizes and activates teacher's work student's activity;

- this method creates conditions for spiritual and creative freedom of the student, its democratic nature meets demands of modern society and its values;

- case-study method discloses great opportunities for the formation of common to all mankind, as well as socially and professionally important qualities of students, their ability to adapt to extreme situations and make the best decisions;

- it is characterized by the ability to integrate with other learning methods, to account for their enrichment, and thus to increase their capability [7, p.37].

Conclusions. Thus, the analysis of our research allows us to conclude that in the process of preparation of experts of the economic sector in higher educational institutions of Ukraine are used both traditional and innovative forms and methods of teaching. They promote qualitative assimilation of knowledge of students, development of their mental activity, identifying skills of critical thinking of the issue, gaining experience in independent working with training material, job search, qualities that will be useful in further development of the self-education and self-realization.

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