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INNOVATIVE TECHNOLOGIES AS A FACTOR OF DEVELOPMENT PROFESSIONAL COMPETENCE STUDENTS

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Annotation
Today, the modernization of vocational education, the requirements of employers to graduates of modern universities, the application of new educational technologies in the process of training future professionals, taking into account the competition in the labor market.

Keywords: student, competitiveness, innovative learning technologies, interactive learning.

Introduction

In today's dynamically changing environment, knowledge and information are the main driving force, and innovative technologies are recognized as strategic resources of an advanced competitive state. One of the main tasks of higher education is to increase the effectiveness of the process of training modern graduates, to increase its readiness to constantly improve their competencies, as well as their effective professional activity. Special attention is paid to modern educational technologies, innovative forms and methods of teaching.

The requirements of employers for university graduates serve to search for qualitatively new methods and training manuals that will increase the effectiveness of the competitive educational process in the labor market and its practical direction. Many employers, heads of departments of organizations of different forms of ownership pay special attention not only to the level of education of the applicant for employment, but also to the work experience gained by the graduate during his studies at the university, production practice.

Methods and Research

The aim of the research is to theoretically identify and analyze the nature of innovative learning technologies that are the basis for increasing practice-oriented lessons and the role of active and interactive learning technologies that serve to develop student personal and professional competitiveness.

The study and theoretical analysis of the research literature, surveys conducted, in particular, using the LMS Moodle system, show that the training of university

students is increasingly focused on the requirements of the labor market and suggests the following:

- Experience of practical innovations and striving to realize their professional potential;
- Creative thinking and focus on innovation;
- Demonstrate the ability to work in a team and leadership qualities;
- Ability to make management decisions based on the unstable external and internal environment of the organization;
- Proactive design of the trajectory of personal and professional activity.

Today there is a need to move from the mass nature of the process of knowledge acquisition to build an individual trajectory of the educational direction, to turn the student into an active creator who can identify and shape the problem. At the same time, the use of innovative educational technologies determines the level of activity of students, their knowledge and creative activity, as well as the effectiveness of training competitive professionals.

Defines the contour of the practical use of the term "innovation", which provides for the search for radically new or variable and alternative options for the application of different neoplasms in relation to the object and subject of research. Innovative education for a university student can be defined as the orientation to the formation of competitive technologies that contribute to the motivation of self-development of the student on the basis of a simulated educational trajectory.

The uncertainty of the direction of pedagogical innovations is explained by the complexity of defining the content of innovation, which is a multi-component structural phenomenon of education, its many interrelationships and interdependencies. It is important to highlight the commonalities that unite researchers and innovators - foresight, participation, openness to the future, reassessment of values. Summarizing the above, an innovative approach to the educational process means the practice of modeling, implementing and introducing active, interactive forms and methods of professional training of university students into the educational environment, including the formation of their competitiveness.

The methodological and theoretical basis for the search for innovative educational technologies has become a systematic, person-centered, competency-based approach. Important features of active learning technologies have a number of features that can be successfully translated into the learning environment of higher education institutions. The practical format of active technologies in the formation of competitiveness of university students is in demand:

- Mandatory activation of the student's innovative thinking in the classroom;

- Long-term manifestation of the activation of the student's learning activities;
- the ability to demonstrate creative independence in the search for solutions to complex problems that require innovative approaches;
- Interaction of teachers and students using direct and feedback in the mode of interactive technologies.

Interactive learning is a joint dialogical interaction of participants in the learning process, during which the process of information exchange is carried out through theoretical understanding, immersion in a competitive environment, new experiences of business cooperation, joint problem solving. Interactive technologies are the basis of innovative educational technologies, primarily affecting cognitive activity, encouraging confrontation, competition, exchange of ideas that occur when students discuss complex problems collectively, in search of student interaction. Interactive technologies to develop competitiveness may include: heuristic conversation, discussion, brainstorming, roundtable discussion, business games, selection of innovative projects with their discussion, and more.

Practice shows that interactive technologies, used in conjunction with traditional technologies, allow university students to achieve a sufficiently high level of formation of key components of competitiveness. In this regard, innovative interactive learning technologies are the most in demand in the educational environment of modern universities. Theoretical analysis of the diversity of innovative educational technologies in the formation of the competitiveness of future professionals and their experimental examination in the educational environment allows to highlight their descriptive features.

An important feature that contributes to the formation of competitiveness of university students is that they focus on the mutual development of students in group teaching. Due to the interactivity of decision-making in the group, in the process of working together, higher quality ideas are produced than the individual mental activity of the same individuals. The second hallmark of innovative educational technologies that shape professional competitiveness is the development of analytical, organizational, design, communication skills, the ability to make competent decisions in uncertain situations, the ability to build and manage individual learning areas. The third feature can be presented in the form of changing forms of cooperation aimed at the consistent development of activities in the process of solving learning and cognitive tasks of varying levels of complexity. The manifestation of the fourth feature focuses on active subjective participation and different scenarios of the student's cognitive interaction with the teacher and within the study groups.

It should be noted that this list of features that characterize innovative educational technologies does not complement all existing directions, it only determines the vector of developing a strategy for organizational and pedagogical support of personal and professional development of the future specialist. The peculiarity of the selected features is that they do not have clearly defined boundaries of application, and the subject-subject interactions within a complex interactive group are complementary in nature. Clearly, the continuity of innovative educational technologies provided to shape the competitiveness of university students can be determined using meaningful criteria that serve as a specific indicator for solving current research problems.

Conclusion

Such criteria that can objectively classify interactive learning technologies as innovative are:

- New interactive technologies that have emerged as a result of pedagogical creativity in the period from five to ten years.
-Advanced technologies adapted to the innovative educational environment, including those acquired and mastered in social and professional practice.
- Educational technologies used in new conditions.

Hence, solving the problem of effective use of innovative educational technologies in shaping the professional competitiveness of future graduates is directly related to the goals, advantages and disadvantages of traditional, interactive and innovative interactive educational technologies. The distinctive features of interactive technologies from innovative interactive methods for the formation of competitiveness of university students are: the orientation of known and required educational technology to future professional activities and its application in new conditions; novelty of technology, ie its application in the educational process for a period not exceeding ten years; Use of advanced foreign technologies, which are typical for the training of competitive specialists in the context of higher education.

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