

INNOVATIVE APPROACH TO USING TRAININGS AS FORM OF CLASSES IN HIGH SCHOOL

У статті на основі аналізу наукових джерел обґрунтовано необхідність впроваджувати на заняттях курсів практичного спрямування у ВНЗ такі методи і прийоми, які б допомагали майбутньому спеціалісту навчатися спілкуванню з аудиторією: формуванню комунікативних умінь, створенню доброзичливої атмосфери у спілкуванні. Доведено, що цьому сприяє методика тренінгу на практично-семінарському занятті або тренінг як форма навчання у ВНЗ. На засадах інноваційного підходу схарактеризовано тренінг як спеціальну форму заняття, як багатофункціональне педагогічне явище, зміст та структура якого визначають його дидактичне спрямування у процесі фахової підготовки у ВНЗ.

Ключові слова: *інноваційний підхід; навчальний тренінг; форма навчання; тренінг; класифікація тренінгів; заняття у ВНЗ.*

В статье на основе анализа научных источников обоснована необходимость внедрять на занятиях курсов практического направления в вузах такие методы и приемы, которые помогли бы будущему специалисту учиться общению с аудиторией: формированию коммуникативных умений, созданию доброжелательной атмосферы в общении. Доказано, что этому способствует методика тренинга на практически-семинарском занятии или тренинг как форма обучения в вузе. На основе инновационного подхода охарактеризован тренинг как специальная форма занятия, как многофункциональное педагогическое явление, содержание и структура которого определяют его дидактическое направление в процессе профессиональной подготовки в вузе.

Ключевые слова: *инновационный подход; обучающий тренинг; форма обучения; тренинг; классификация тренингов; занятия в вузе.*

The article is based on the analysis of scientific sources. It substantiates the necessity to introduce the methods and techniques that could help the future specialist to learn the process of communication with the audience: in particular, the formation of communicative skills, the creation of a friendly atmosphere in the process of communication in the classes of practical courses at universities. It is proved that this is facilitated by the methodology of training used in the practical seminar or training as a form of a class at universities. The term «professional training» includes the following types of trainings: problematic and educational since «professional» is a general concept that in the field of activity defines both

the formulation and nature of the problem and the way of training in order to develop skills and ability to solve professional problems. The paper reveals. The author gives the classification of trainings.

Key words: *innovative approach; educational training; form of training; training; classification of trainings; classes at high school.*

Formulation of scientific problem and its significance. Major problems of modern high schools primarily include the democratization of the teaching's style and the introduction of innovative learning technologies. Thus, the list of the Action Plan on Quality Assurance in Higher Education of Ukraine and its Integration into the European and World Educational Community for 2010 (Resolution of the Ministry of Education and Science of Ukraine No. 612 of 13.7.2007) contains the following tasks of improving the educational process at universities:

«11. 2. To develop the mechanisms for introduction of higher education in the system of developing technologies of vocational education and technologies of self-regulated training in the framework of traditional education:

– cognitive-oriented technologies: dialogical learning methods, discussion seminars, problem-based learning, cognitive counseling, cognitive maps, instrumental-logical training, reflection training etc.;

– personal-oriented technologies: interactive and simulation games, developmental trainings, developmental psychodiagnostics, etc. [7, p. 92–93].

It is clearly necessary to introduce methods and techniques that would help the future specialist to learn communication with the audience (they are: the formation of communicative skills, the creation of a friendly atmosphere in communication), which, in the opinion of the researchers, help in the methodology of training at practical seminars [12, p. 25].

Based on many years of research and the experience of using interactive learning, O. Pometun considers passing 1–2 several days of special training seminars to be one of the organizational and pedagogical conditions for the efficient interaction as a special teacher training [11, p. 49]. According to T. Mishatkina, at higher pedagogical educational institutions of Western Europe, the number of different psychological and pedagogical workshops intended to develop the skills of interpersonal communication, the establishment of perspective contacts with others and reflection has been rising since a long time ago [3, p. 66–67].

Therefore, studying the essence of the «training» concept, classifying trainings as well as the methods of their application is an urgent problem of research in the field of the theoretical and methodological principles of training future specialists at universities.

In many modern scientific sources, the term «training» is used without focusing on the interpretation of its essence, that is as a long-understood and commonly used concept such as «lesson» or «school». This applies even to those tutorials whose key words include the term «training»: for example,

«Communication Training» (M. Kipnis), «Art of Being a Teacher: Collection of Training Sessions» (M. Skrypnyk); and those whose essence is disclosed through the organization and conducting of training sessions, for example: «Problematic Situations in School and Ways of Their Solution» (T. Burdigina, E. Koroleva, P. Yurchenko), «School of Gambling» (M. Shut) etc. Since the concept of «training» has been actively used in the circle of scientists for the last decade, it is possible to distinguish the studies that deal with its particular aspects:

– Theoretical Foundations of Emergence and Development of Training as Form of Education (I. Kulish, L. Milto, I. Nikishina, I. Panasyuk, I. Podlasy, O. Pometun);

– Methodology of Conducting Trainings (M. Korolchuk, V. Kraynyuk, V. Leffterov, E. Lutova-Roberts, G. Monin, V. Pavlushenko, I. Panasyuk, A. Timchenko);

– Practical Recommendations for Conducting Certain Types of Trainings (T. Burdigina, M. Kipnis, E. Koroleva, P. Yurchenko).

Unfortunately, these studies do not completely reveal any of these aspects of the «training» concept. In particular, the further study requires the analysis of theoretical foundations of the essence, classification and methodology of conducting trainings as one of the innovative types of classes at universities in terms of their functional significance for the effectiveness of training future specialists.

This article seeks to characterize the innovative approach to using trainings as a form of classes at high school by analyzing the relevant scientific sources.

It is noteworthy that the training concept in the modern vocabulary literature is interpreted unambiguously – a workout and a special training regime [1, p. 1472; 13, p. 685; 14, p. 548]. Consequently, the psychological and pedagogical scientific sources formed the two positions of understanding and properly using the term training:

– firstly, as a system of defined exercises with obligatory repetition, strict adherence to the sequence and time of execution (training of speech, memory etc.);

– secondly, as a special type of a class, mainly at high school (or in the employee qualification improvement and correction system), which consists of carefully selected complementary structural components.

We are inclined to the second generalized definition of "training" formulated by us. The scientific and methodological literature also defines a training as:

– «a special form of organization of activities that pursues specific and predictable goals that can be achieved in a relatively short period of time;

– a way of teaching participants and developing the necessary abilities and qualities that allow them to succeed in a particular activity;

– an intensive training which is achieved by special interactive methods» [4, p. 5].

We prefer the third definition as, in this meaning, a training is based on

adherence to the principles of intensity and interactivity. At the same time, researchers point out that each workshop that uses interactive learning methods must be a training – «e.g. sports training» [4, p. 5].

According to the study by I. Podlasogo, American educators consider a training to be one of the processes which are associated with the formation of motivation, dividing it into four main areas: motivation for achievements, causal schemes, personal causality and internal motivation [10, p. 378–379].

A modern researcher I. Nikishina singles out an individual training as a method of game technology which «is characterized by the presence of a gaming model, scenario of the game, role positions, the possibilities of alternative solutions, predictable results, criteria for evaluating the results of work, managing emotional stress» [5, p. 28].

As for the classification of the training, the author, providing the classification of games by the nature of the simulated situation, the nature of the game process, by means of transmission and processing of information, gives it a separate place (without specifying the name of the group) along with cognitive, dramatized, game, simulation games and the solution of practical situations etc [5].

I. Panasyuk studied the highest number of aspects of a training concept in her research dedicated to using educational trainings in preparing physical education teachers. She considers a training to be an innovative pedagogical technology aimed at organizing the interactive interplay of subjects of the pedagogical process which involves teacher's planned and systematized efforts to change, form or develop participants' new knowledge, skills, values with the help of educational means and training in conditions of simulated game training situations [9].

Thus, on the basis of the analysis of psychological and pedagogical literature, the author concluded that the trainings can stimulate the following types of class activity:

- mental, due to the intensity of thinking, the generation of ideas, assumptions, design, implementation of analytical and synthetic operations etc.;
- emotional, due to emotional stress and emotions;
- social – by imitating and playing social roles, exchanging thoughts;

physical – physical stress, practical activity, mobility [9].

Thus, training classes are a multifunctional pedagogical phenomenon, and the nature, content and structure of the training itself determine its significance and place in the process of professional training. By analyzing the following scientific sources, we can capture diverse perspectives on the use of training in higher education depending on the goals and objectives set by the teacher as an organizer and coach.

O. Onats in the context of his dissertation has developed training courses for working with young teachers. Their goal is to enable them to develop an adequate self-esteem, flexibility of thinking, constructive communication skills, ability to work in a team, they were used at the first level as:

- special forms of organizing young teachers' activity in order to achieve specific goals;
 - gaining knowledge and forming professional skills;
 - professional-situational learning through reflection on their own actions
- [6, p. 162].

We would like to point out the fact that the researcher uses trainings for «professional-situational learning».

Rather substantiated research in the field of training is carried out by modern psychologists, especially in the context of professional training of specialists who will systematically deal with non-standard, crisis, emergency situations in future professional activities. In particular, in order to realize the psychological capabilities of preventing deaths and wounds of police officers, as well as for the complex solution of many professional, first of all, psychological problems that arise from the officers of the internal affairs bodies, V. Lefterov and O. Timchenko have developed a training – Communication-Stress-Security («K-S-B Training») [2]. The results of the initial testing of this training showed that its implementation on the scale of the internal affairs bodies of Ukraine allowed not only to increase the efficiency of actions and personal safety of employees in traumatic situations, but also to solve many problems of the internal affairs bodies (suicides, conflicts, staff turnover, etc.). Thus, the developed «Training K-S-B» is a fundamentally new form of training and retraining of specialists, a comprehensive practical methodology aimed at creating the psychological sustainability of employees of the Institutions of Internal Affairs and obtaining safe behavior skills [2].

Tasks of the class defined by the professional profile of the university, the content of the discipline in general and its individual themes determine the special name of the training itself. We emphasize that we have not found in the psychological and pedagogical literature the general classification of trainings, therefore we present an analysis of the specific names of trainings in the form of fragments of various scientific studies.

For example, O. Onats while studying the management of the development of professional competence of a young teacher at a comprehensive educational institution found that in recent times the task of scientific and methodological work in modern educational institutions changed fundamentally resulting in new forms of work, inter alia:

- professional trainings [6, p. 83];
- problematic trainings [6, p. 106];
- trainings aimed at both increasing young teachers' knowledge and skills and forming a qualitatively new content of professional activity [6, p. 161] which in their turn are divided into training sessions, skills training, personal development training and motivational trainings [6, p. 162].

We believe that in this classification the term professional training includes the following types of trainings: problematic and educational since «professional» is a general concept that in the field of activity determines both the formulation

and nature of the problem, and the way of learning to form skills for solving professional problems. With this in mind, we are considering a key kind of «educational training» where the field of learning determines the professional problem as the content of the training.

We have established that the training devoted to the topic «Communication» (often referred to as «communicative») is most common.

When exploring the psychological and pedagogical conditions for the adaptation of future officers of internal troops of the Ministry of Internal Affairs of Ukraine to professional activities, V. Pavlushenko emphasized the purposefulness of the use of the following types of training sessions: training of professionally important qualities for the development of special abilities [8, p. 129]; socio-psychological training intended to form the necessary style of behavior [8, p. 131]; training of communicative skills [8, p. 151].

It should be noted that a socio-psychological training – «a method of influencing the personality in order to increase the effectiveness of interaction between man and society» [1, p. 1472] is considered traditional, that is defined as a separate term in the overwhelming majority of dictionaries. As a rather detailed description of the types of training is provided in one of the modern psychological dictionaries [13, p. 548–549] which briefly describes the innovative approach to the essence of the concept of «social-psychological training»:

1. Socio-psychological (behavioral, sensitivity, role-playing, video training) – the direction of practical psychology focused on the use of active methods of group psychological work with a view to developing the communication competence. Training task is to improve psychological knowledge; to form communicative skills; to develop facilities necessary for successful communication; to develop the ability to adequately cognize oneself and others; to correct and develop the system of relations of personality. Methods and techniques of work during the class: group discussion, role-playing game in various modifications.

2. Perceptive training – a kind of socio-psychological training aimed at developing the ability to adequately identify oneself, other people and relationships in communication. The training was intended to get information about how other people view a participant and how participants' actions are perceived by others. Methods and techniques of work during the class: group discussions, psychogymnastic exercises and receptions psychodrama.

3. Training of business communication – a kind of socio-psychological training aimed at acquiring knowledge, skills and abilities, forming and correcting the settings necessary for successful communication. Training objectives – developing the following skills: negotiating, addressing the audience, holding meetings; behaving properly in conflict situations.

I.Podlasyi gives a detailed description of the types of training which he analyzed:

1. The training of the motivation for achievements is based on the assumption that, all other conditions for studying being equal, those who are eager

to continually improve their achievements will succeed the most.

2. The training of «causal schemes» directly affects the motivation inducing a student to certain behavior or making them indifferent (for example, a student received an unsatisfactory rating and resorted to a typical scheme of justification - did not know, difficult task, not lucky).

3. The training of personal causality intended to teach students to look for the causes of their failures primarily in themselves.

4. Training of internal motivation for the positive factors of success including: a sense of their own competence; free choice; and negative – lack of time [10, p. 379–381].

Consequently, the author, based on an analysis of the research of foreign scientists, sees the training as a system of training exercises rather than a separate certainly structured form of training.

The methodological manual *Learning in Action: How to Organize Teacher Training for the Application of Interactive Learning Technologies* (A. Panchenko, O. Pometun, T. Remekh), the definition of Learning Workshop on Interactive Learning Technologies (NS) defines a training as an intensive class lasting from 2 to 24 hours [4, p. 5] and as «one of the most effective forms of learning» [4, p. 40]. Hence, in this case, the term training is a synonym to the notion training workshop. The characteristics of each type of training seminars (trainings) proposed by the authors [4, p. 5–6] may be briefly described as follows:

1. Administrators of educational institutions, employees of departments of education and institutes of teacher training. Key question: «What is an interactive learning technology?» Task of the training: explanation of the essence of interactive learning technologies. Duration of training: 2–3 hours.

2. Teachers. Key question: «How to learn and use interactive lesson technology?» Task of the training: working out of the typical program of the training workshop for teachers, with reproduction and discussion of the methodology of each exercise. Duration of training: 18–20 hours.

3. Teachers of interactive learning technologies. Key question: «How to teach others to use interactive learning technologies?» Task of the training: working out of the typical program of the training workshop for teachers, with reproduction and discussion of the methodology of each exercise. Duration of training: 18–20 hours.

In this case, in our opinion the training seminars are classified according to the professional orientation and direction of the participants, which fundamentally defines their tasks and the duration of the training itself.

The results of the analysis presented in the study of G. Pyatakova, N. Zayachkivska [12, p. 25–31] types of trainings that are used in high school can be described as follows:

1. Training sensitivities. The purpose of the training is to motivate people to establish and maintain contact in communication. Task of the training: to increase the boundary of understanding of oneself and understanding of others; Form an understanding of group processes through the sense of a local structure;

Develop individual behavioral skills.

2. Partnership training. The purpose of the training is to create conditions for the transition to other stages of the training. Task of the training: to create a high level of openness, trust, emotional freedom, unity and the corresponding state of each participant, which would allow to work successfully and move forward.

3. Creativity training. The purpose of the training – to promote the expansion of the boundaries of creative vision of professional activity. The task of the training: to create a creative environment that will encourage the manifestations of creative thinking and behavior.

On the basis of the types of professional trainings presented in modern studies, which are defined by the professional profile of a higher educational institution, the content of discipline in general and its individual topics, the purpose and objectives of the classroom, we classify them as follows:

1. Training sessions:

- communication (sensitive, communicative, business communication, partner communication);
- professional qualities and personal growth (skills formation, skills acquisition, creativity);
- motivational (informational and motivational, motivations of achievements, «causal schemes», personal causality, internal motivation);
- professional orientation and leadership of the participants (for administrators of educational institutions, employees of departments of education and institutes for the improvement of teachers' qualification, for teachers).

2. Socio-psychological trainings (perceptual, behavioral, sensitivity, role-playing, videotraining).

In the article, based on the analysis of existing scientific sources of innovative approaches to using trainings as form of classes in high school, training is described as a special form of study and a multifunctional pedagogical phenomenon, the content and structure of which determine its didactic orientation in the process of professional training in high school. Trainings are classified into: socio-psychological (perceptual, behavioral, sensitivity, role-playing, video training) and educational (vocational orientation and leadership orientation, communication, motivational, professional qualities, personal growth and socio-psychological). The key kind is the training, in which the field of study determines the professional problem as the content of the training, based on a certain professional profile of the higher educational institution, the content of the discipline in general and its individual topics, goals and objectives of the class. At the same time, the method of conducting trainings needs the further study especially in high school.

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