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AN INNOVATIVE DIRECTION IN THE TRAINING THE CADETS OF HIGHER EDUCATIONAL INSTITUTIONS OF THE MINISTRY OF INTERNAL

The traditional technology of training at a military university (from knowledge to skills), based on the logic of science, should be supplemented by new technologies based on the laws of cognitive activity. The main figure in the educational process is the cadet himself, who acts not as an object, but as a subject of training. The transition of the school from authoritarian (traditional) pedagogy to adaptive involves several stages: - the introduction of personality-oriented teaching technologies that ensure the educational needs of each student in accordance with his individual characteristics; - translation of training on a subjective basis with a focus on personal self-development. The introduction of new pedagogical technologies in the educational process requires not only the adaptation of the cadet, his psychological readiness for new teaching methods, but also a change in the teacher's attitude to the learning process, a change in behavior so that there is a situation in which the cadet learns himself and the teacher manages learning. The task of a modern military school and teachers is aimed at the development and implementation of pedagogical technologies that allow achieving guaranteed pedagogical results. Dynamically changing requirements for modern specialists determine the need to rethink theoretical approaches and practical solutions related to the training of cadets. In connection with this expansion, the deepening of innovative activity in institutions of higher professional education and the development of mechanisms for introducing innovations into the practice of the work of teachers of departments of military universities are of great importance. The socially significant role of innovation and the exchange of modern experience in the vocational education system of the military school and in the entire educational system is growing

more and more. Innovative activity in the educational system has its own specific features, both in scientific theory and in teaching practice. It should be noted that not all teachers pay sufficient attention to this moment [1, p. 49-54]. An innovative approach to business contributes to the disclosure of the creative potential of university teachers, ensures the effective operation of institutions of higher professional education, both in the functioning mode and in the development mode. And this, in turn, creates the conditions for the priority development of the system as a whole. Innovations cover the content of education, training and education technologies, organizational forms, management methods. Studying the positive experience of innovative activity in universities of the Ministry of Internal Affairs of the Ukraine allows us to identify five basic organizational and pedagogical conditions for its implementation: 1. Innovative activity is carried out on the basis of a specially developed innovative program of the educational institution; 2. The introduction of innovations does not infringe on the rights of participants in the educational process, does not affect their health and development; 3. Innovations are in demand by the teaching staff; 4. Relations between teachers and students are based on the principle of cooperation; 5. The participation of teachers in innovation is due to positive motivation, willingness to positive changes in the educational process. An important role in the successful implementation of innovation belongs to the head of the educational institution, who, first of all, determines whether the pedagogical and material and technical capabilities of the university are consistent with the goals and objectives of innovation. The main document is a plan to improve the educational material base of an educational institution. The development of such a plan involves a number of successive steps. At the first stage, search, processing and analysis of scientific, pedagogical and methodological information, generalization of own experience, determination of the pedagogical potential of an educational institution, creation of the necessary conditions (innovative programs, methodological recommendations), determination of the composition of participants in innovative

activities and their functions are carried out. At the second stage, the content of innovation activity and its priority areas are determined, criteria for determining the effectiveness of the results are developed; diagnostic methods, analysis, correction, material support is determined and cost estimates are made. At the third stage, a system for managing innovative activities is thought out. Ideally, one should strive to ensure that the product of innovation is not a partial, but a systemic update of the educational activities of an educational institution. Most of the ongoing innovations is local in nature and often refers to the study of individual academic disciplines, the use of specific methods and tools. The main obstacle to the introduction of educational innovations in the university practice, according to our observations, is the quality of the teaching staff, the level of its competence. For example, new learning technologies require a university teacher (in addition to professional competence in their subject area) pedagogical skills.

References

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ПЕРЕВАГИ ЗАСТОСУВАННЯ КЕЙС-МЕТОДУ ПРИ ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ

Завдяки розвитку новітніх технологій, стало можливим використання безлічі інноваційних технологій та інтерактивних методів при вивченні іноземної мови. Одним з таких методів є використання кейс-методики. Вона вважається однією з найефективніших тому що, дозволяє покращити знання,