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## **INNOVATIVE TOOLS OF MODERN LEARNING: USING MASTER CLASSES AND TRAINING IN THE EDUCATIONAL PROCESS FOR ACHIEVING COMMUNICATIVE COMPETENCES**

Active implementation of innovative learning technologies require rethinking of established systems regarding techniques and methods in the field of education. The activity of a pedagog requires constant improvement and improvement of the level of his knowledge.

The educational process today is a demanding, rapidly changing environment in which the success of a pedagog depends on the effectiveness of the introduction of innovative technologies [1, p. 14]. This approach is based on didactic principles and psychological-pedagogical theories, new methodological principles that contribute to the development of a competency-based approach to education.

In the modern conditions of the development of higher education, the center of any of its activities should always be an individual, a young person who wants to acquire new knowledge. Of course, such an individual should be an active participant in the educational process and a mediator in the interaction of all subjects of education.

A competent approach involves the creation of conditions for the emergence and development of functional subject literacy of students of higher education, the educational and life experience acquired during their studies helps them. Its purpose is to create conditions for personality development in terms of functional literacy [1, p. 11].

The impetus for the development and improvement of professional competences is provided by innovative teaching methods. The level of achievement depends on the correctly selected system of methods. Scientists I. Batsurovska, N. Dotsenko, V. Kurepin, V. Nagaev note that modern education requires the teacher to perform various functions - curriculum developer, facilitator, presenter, instructor, consultant, researcher, manager, etc.

Research scientists who study the problems of pedagogical innovation, such as I. Batsurovska, A. Velikhovska, N. Dotsenko, V. Kurepin, P. Luzan, V. Nagaev, in their scientific works characterize the new in pedagogy as useful, progressive, positive, modern, advanced. Master classes and trainings are such modern innovative tools. In such innovative methods, the pedagogue plays the role of a coach-trainer, and the students of higher education are members of the training group.

Thanks to master classes, trainings are achieved by effective performance of one or more types of activities. P. Luzan, V. Nagaev define master classes, trainings as planned and systematic efforts to modify or develop knowledge, abilities, skills, attitudes of a person by means of training. A. Velikhovska, V. Kurepin consider trainings and master classes as educational games. They combine educational and gaming activities, where it is always possible to reflect various life and production circumstances, including extraordinary and uncertain ones [3, p. 10].

N. Dotsenko emphasizes that training is a way of reprogramming a person's existing model of managing their behavior and activities. I. Batsurovska claims that trainings, master classes act as a subjective technique in specific procedures, as a means of influencing the personality, which is aimed at creating conditions for purposeful changes in it.

The modern educational process determines the rapid development of the innovative sphere of the educational process, interactive tools, methods and learning techniques that improve the skills and abilities of the participants of this process. The use of trainings, master classes, as methods of innovative learning, are mostly characteristic for effective implementation in the educational sphere during practical classes. In institutions of higher education, they are actively implemented when teaching general technical disciplines, engineering disciplines, and human safety disciplines.

An unconditional attribute of a training class or master class is the interaction of all participants in the practical training process. In the educational process of institutions of higher education, training, master class is an indispensable element of the system of education and development of youth. In this regard, the study of the specifics of the methods and conditions of conducting practical classes using innovative teaching methods, in particular the use of master classes and trainings, is, in our opinion, appropriate and useful.

The purpose of our article is to determine the specific features of training and master class as innovative means of learning; analysis of the main attributes of the training master class as an informal method in which any problems are solved; to analyze and project the advantages of innovative classes in practical classes, which only expand the spectrum of the educational process.

We see the main tasks for achieving the goal in the analysis of the development and emergence of innovative teaching methods [4, p. 7], in particular such as training and master class; determination of innovative training methods with the aim of improving professional competences; comparison of key aspects of training and master class with traditional teaching methods; conducting research that is used in interactive technologies, such as game-based learning methods; analysis of the methodology of using trainings and master classes.

The non-standard form of conducting innovative teaching methods is precisely their advantage. The non-standard form of conducting innovative teaching methods is precisely their advantage. They are not similar to classical classes, their main task is to establish contact between the participants of the event and the coach-trainer (pedagog).

On the one hand, a training / master class has similar structures to a regular classical class. They have a specific, well-defined topic, an established goal, and the means or techniques for achieving it [5, p. 365]. However, on the other hand, the training/master class involves a more extensive game context. They are based mostly on practice, where complex engineering tasks, various production situations and communication models in the team can be solved. In turn, in such classes, the theoretical part goes to another level - passive.

At training classes, master classes, real life situations are used for informal solutions to specific problems. This form of conducting classes is called a role-playing game. With the help of modeling uncertain situations in life and at work, empathic skills are improved, they learn to be themselves, overcoming all psychological barriers [6, p. 730].

The main attribute of this method is the use of experiments, the advantages of which are the development of skills for analyzing problem situations, critical and creative thinking, and the ability to make the right decisions in critical situations. In order to develop and improve abilities, skills and abilities within the limits of corporate responsibility, during the training / master class, it is necessary to use their characteristic elements, such as the activity of the event participants, the orientation of the educational process in the game context, and the creation of a creative atmosphere that will encourage high-quality thinking in standard and non-stereotypical situations.

Trainings / master classes push classical classes to the background, compared to them, classical classes lose their relevance, since the training itself involves a number of active and interactive learning methods. They are becoming more relevant and popular.

The training / master class is classified as an educational tool that uses active learning methods. They are an alternative to passive methods. Such innovative forms of education were formed at the beginning of the 20th century (1950–1975). They developed as a form of development of the social and psychological ability of an individual to interact with the environment.

But today the training/master class has a wide application, going beyond practical psychology and specialist training. They have become a special informal way of solving any problems. During such events, the necessary communications of corporate communication are acquired [7, p. 22].

Methods and means of innovative forms of education do not limit those who study, on the contrary, they create a favorable atmosphere that stimulates the interaction of all participants in the educational process to solve a problem. We claim that during any training / master class, regardless of their form and duration, there is an active learning process between the participants.

Various methods and tools that cover both the theoretical and practical part of the classes expand the spectrum of the educational process during trainings/master classes. When using a variety of methods and means, the level of awareness of young people on a specific subject of classes should be taken into account. The resources and conditions for conducting such an interactive class are also important.

In our opinion, the interaction between the group members and between the group members and the coach-trainer (pedagog) is a feature of such an educational process. Given that training involves the introduction of new approaches, the assimilation and processing of new information, the development of new abilities and skills for the purpose of self-improvement, it is a form of socio-pedagogical activity. This approach is aimed at acquiring life competence by enriching both knowledge [8, н. 740] and life-practical and emotional-personal experience through the use of interactive learning tools. The training/master class is a tool for the formation of new abilities and skills, they are an interesting process of getting to know yourself and others during communication.

Interactive training methods, in particular trainings / master classes, have their own attributes, such as: training groups, training circle, coach-trainer, group rules, special equipment for work, atmosphere of communication and interaction, structure of the training session, interactive training methods, performance evaluation and the quality of learning during the training / master class.

Let's consider traditional forms of education and forms of education during a training / master class. They have significant differences. Traditional education is essentially a form of information transfer and knowledge acquisition. It is more oriented towards the correct answer.

The training / master class, first of all, fully covers all potential: the level and scope of her competence (social, emotional and intellectual), independence, ability to make decisions, interaction, etc. Unlike traditional, interactive forms of learning are oriented towards questions and searching.

Any educational session has a specific purpose, including a training / master class. We can refer to the goal: changing the view on the problem; mastering new pitfalls in professional activity; informing and acquiring new professional knowledge, skills and abilities by training participants; changing the view on the learning process, etc.

We can say that trainings / master classes in institutions of higher education are becoming the most common interactive technology among game learning methods. The qualitative effectiveness of the training of future specialists in the field of engineering, energy, and other areas of the technical field occurs during such interactive classes [9, p. 186] as a training / master class. During the classes, the participants develop verbal and non-verbal competence, acquire interactive skills and abilities.

During the trainings / master-classes, there is learning by activity, where corrective influence is exerted on the problems that need to be solved. In our opinion, a coach-trainer (pedagog) should apply such creative principles as changing the style and pace of conducting a training / master class. Under such conditions, it can more successfully adapt to different types of listeners and their modality. It is clear that each member of the study group will have a different type of intelligence, knowledge, skills, experience, etc.

For the sake of diversification of education, it is necessary to use different forms and methods of design (color, music, etc.). Learning should be similar to a game in which life or industrial situations are simulated [10, p. 145].

An integral part of obtaining new information during innovative training, in particular trainings / master classes, is motivation. Motivation is a unique set of motives that encourage a young person to specific forms of life and professional activity or behavior. Motives are mostly: needs, interests, hobbies, emotions, ideals.

When we investigated the specifics of trainings / master classes, we found out that in some cases the interest is based on achieving a better result (evaluation), and in others - interest in the learning process itself (content). Therefore, we believe that interactive learning, in particular trainings/master classes, is an informal, relaxed communication of participants in the educational process, which opens up many options for solving problems to young people and strengthens motivation in learning. It is important for the teacher to widely use methods aimed at stimulating interaction between participants and between participants and the pedagog [11, p. 160].

Group work has its advantages, it consists in the fact that:

- information and experience can be read by all members of the interactive group;
- it is possible to easily and timely give necessary and useful instructions to all training participants at once;
- active participation of all members of the study group and each participant is possible thanks to the acquisition of new skills and experience.

Scientists such as O. Humeny, P. Luzan, and V. Nagaev combine active group methods into three general blocks:

- the first, discussion methods, in particular case analysis from practice, group discussion, simulation of practical situations, analysis of moral choice situations, case method, etc.;

- second, game methods, in particular simulation, didactic and creative games, including business games; role-playing games, including intonation and language, video training and master classes, psychophysiological, psychodramatic games, with elements of correction; brain storm; counterplay, in particular, a transactional method of understanding communicative behavior;

- the third, sensitive training, in particular training of self-knowledge (awareness), interpersonal sensitivity and empathy [12, p. 160].

In addition to the methods (methods) that will be used in trainings / master classes, the pedagog needs to choose the types of trainings / master classes depending on the participants of the educational process, the subject and the level of complexity of the organization's problems - individual, systemic, strategic.

So, in our opinion, in order to achieve the process of interaction between the participants of the educational process in institutions of higher education while mastering general technical, engineering disciplines and other new knowledge, it is necessary to apply innovative teaching methods, such as trainings/master classes. Trainings / master classes are both practical and effective methods of acquiring new knowledge.

Such training will always stimulate and activate young people's interest in knowledge, they provide an opportunity to discover new abilities and skills. When using multifaceted methods, thanks to the use of interactive learning tools, it can become for young people a productive form of expanding their own acquired experience, a non-standard form of socio-pedagogical activity aimed at acquiring life competence through enrichment and self-improvement of both theoretical and practical knowledge.

According to practical experts, trainings / master classes are a similar image of life itself in miniature, where various situations arise that require making life-important decisions on which the well-being of a person depends. Scientists claim: «Training is

a game in life, during which real life problems are solved that we must solve throughout our existence».

Mastering new learning and education technologies requires the pedagog internal readiness to understand the need for education throughout life, serious activity in introducing new methods of learning and teaching, adaptation to new conditions of social development.

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### **Анотація**

*Активне впровадження інноваційних технологій навчання диктують сучасні умови розвитку національної освіти. Педагогічний успіх викладача залежить від результативності запровадження інноваційних технологій навчання, які ґрунтуються на нових методологічних засадах, сучасних дидактичних принципах. У статті ми досліджуємо інноваційні технології навчання, як-то тренінг / майстер-класи. Такі інноваційні технології навчання передбачають нестандартність освітнього процесу, в якому викладач виконує роль лідера (коуч-тренера), а здобувачі вищої освіти – учасники тренінгової групи, яка буде здобувати знання та навички. Інтерактивні засоби навчання удосконалюють уміння та навички молоді для майбутньої фахової діяльності. Використання тренінгу / майстер-класу ефективно впроваджується в освітній сфері вищої освіти на практичних заняттях. Вони є незамінним елементом системи навчання й розвитку в будь-якому закладі вищої освіти. Тренінг / майстер-клас спрямовані на набуття життєвої компетентності шляхом збагачення як знаннями так і досвідом. Тренінги / майстер-класи мають свої переваги, це не схожість на класичні уроки, нестандартність форм проведення занять тощо.*

**Ключові слова:** *інноваційних технології, тренінг / майстер-класи, нестандартність, освітній процес, методологічні засади.*

### **Summary**

*The active implementation of innovative learning technologies dictates the modern conditions of the development of national education. The teacher's pedagogical success depends on the effectiveness of the introduction of innovative learning technologies, which are based on new methodological principles, modern didactic principles. In the article, we explore innovative learning technologies, such as training / master classes. Such innovative learning technologies provide a non-standard educational process in which the teacher plays the role of a leader (coach-trainer), and students of higher education are members of a training group that will acquire knowledge and skills. Interactive learning tools improve the skills and abilities of young people for future professional activities. The use of training / master class is effectively implemented in the educational field of higher education in practical classes. They are an indispensable element of the system of training and development in any institution of higher education. The training / master class is aimed at acquiring life competence by enriching both knowledge and experience. Trainings / master classes have their advantages, they are not similar to classic lessons, non-standard forms of classes, etc.*

**Keywords:** *innovative technologies, training / master classes, non-standardization, educational process, methodological principles.*