

СЕКЦІЯ 2. Опанування іноземних мов як чинник зростання професійно-освітніх можливостей громадян інших країн, котрі здобувають вищу освіту в Україні та інших країнах

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**PEDAGOGICAL INNOVATION OF TEACHING FOREIGN
LANGUAGES IN HIGHER EDUCATION**

One of the ways to modernize the educational system of Ukraine is to introduce innovative pedagogical technologies and methods into the educational process of universities.

Pedagogical innovation is considered as a special form of pedagogical activity and thinking aimed at organizing innovations in the educational space, or as a process of creating, implementing and spreading new things in education. The innovation process in education is a set of consistent, purposeful actions aimed at updating it, modifying the purpose, content, organization, forms and methods of teaching and upbringing, adapting the educational process to new socio-historical conditions.

D.S. Mazokha and N.I. Opanasenko notes that the teaching profession requires a special sensitivity to the constantly updated trends of social life, the ability to adequately perceive the needs of society and the corresponding correction of educational activities. Of particular importance is this ability in the current information age, which requires many fundamentally different from previous skills, abilities and appropriate thinking. It is necessary to be extremely attentive both to new realities and tendencies of social development, and to innovations in the field of content, forms and methods of teaching and

education. Innovation should characterize the professional activity of a university teacher [3].

Innovations do not arise spontaneously, but arise as a result of systematic scientific research, analysis, generalization of pedagogical experience. The core of innovative processes in education is the introduction of the achievements of psychological and pedagogical science in practice, study, generalization and dissemination of advanced domestic and foreign pedagogical experience.

The driving force of innovation is the teacher as a creative person, because the subjective factor is crucial in the search, development, implementation and dissemination of new ideas. The creative teacher has ample opportunities and unlimited field for innovation, because in practice he can experiment and see the effectiveness of teaching methods, adjust them, carry out a detailed structuring of research in the educational process, offer new technologies and teaching methods. The main condition of such activity is the innovative potential of the teacher [2].

Innovative potential of a teacher is a set of cultural and creative characteristics of the teacher's personality, which shows a willingness to improve pedagogical activities, the availability of internal tools and methods that can ensure this readiness (D.S. Mazokha, N.I. Opanasenko). The presence of innovative potential of the teacher is determined by the following factors: creative ability to generate new ideas; high cultural and aesthetic level, education, intellectual depth and diversity of interests; openness of the teacher's personality to the new and perception of different ideas, opinions, views, concepts, based on personal tolerance, flexibility and breadth of thinking. The following criteria for the readiness of a high school teacher for innovative pedagogical activities can be distinguished:

- awareness of the need for innovation
- readiness for creative activity on innovations in higher education
- confidence that efforts to innovate will bring a positive result
- consistency of personal goals with innovation

- readiness to overcome creative failures
- organic combination of innovation, personal, professional and pedagogical culture
- the level of psychological, pedagogical and methodological readiness for innovation
- positive perception, rethinking of their past experience and its involvement in the development of innovation
- ability to professional reflection.

One of the innovations in the teaching of foreign languages in higher education is the virtual learning environment (VLE), which is a resource of the network in the online mode, which provides a special environment for the organization of learning online. Most VLEs perform the following interrelated functions: managing the course material; holding conferences (e-mail, video conferences, teleconferencing system, online thematic conferences, etc.); computer-based assessment (current and final); course management. Structures that combine the delivery of a course with the preservation of student achievements form a managed learning environment (MLE), defined as a software package or system that provides a structured environment for creating and receiving courses online, and monitoring and evaluating students. The effectiveness of the use of VLE and MLE depends on all components: providing access for teachers and students, course delivery, resources, assessment, communication and management .

The principles of innovative application of computer technologies should:

- 1) embody the educational philosophy
- 2) to be developed by teachers who can use the developed material in practice and receive grades of students
- 3) provide support for the student
- 4) contain instructions and guidelines for the teacher on learning planning

[1].

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