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USE OF EDUCATIONAL TRAININGS IN PROFESSIONAL TRAINING OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS

Professional training of future specialists in higher education institutions involves the formation of students' readiness to perform certain models of professional activity. Teaching patterns of professional behavior, attitudes and manners can be more effective in the purposeful organization of the educational process in higher education, which involves students in specially created educational and training situations of professional orientation.

The personal orientation of the content of pedagogical training necessitates modeling situations in which the future specialist could not only accept the theory, but also improve their own professional actions, consolidate communication experience, stimulate professional self-development, self-expression and self-affirmation in independent work. The design and implementation of various roles in the training process is possible through the use of training. The use of these pedagogical innovations involves students in active cognitive activities by performing a professional role in simulated educational and training situations that reflect professional reality, as close as possible to real conditions and provide adequate behavior and professional style of students taking into account the specifics of future professional activity.

In the course of the training group, students have the opportunity to analyze examples of solving artificially organized virtual-professional communicative situations, enrich themselves with some professional experience of communication and performance of functions, which may be the basis for professionalism of future professionals. During the training the student has the opportunity to realize their professional (or not quite professional) actions in the process of interpersonal relationships, learn specific behaviors and better understand them. Therefore, teachers have a task to organize the activities of students during the training so that the result was to achieve the most important goals of educational activities and personal and professional growth of future professionals.

The diverse use of trainings is evidenced by their specific characteristics: socio-psychological, motivational, acmeological, emotional maturity, constructive thinking, self-understanding of individuality, self-disclosure, business (professional) communication, communicative skills and communicative competence in business interaction, training and profession., trainings of influence and opposition of influence, forecasting of behavior, overcoming of conflicts, self-confidence and development of reflexive components of self-consciousness, etc.

Of particular importance in the context of the study is the understanding of the specifics of the use of training in the educational process of higher education institutions, as "training allows to realize the necessary conditions for professional and personal self-awareness" [4, p.129], which is important for graduates. We agree with the opinion of scientists that training sessions create conditions for achieving professional identity of future professionals, increasing self-confidence, developing competence and self-worth, forming an adequate image of a successful professional future with identifying and updating personal resources [3].

The purpose of using training in higher education is the formation of special skills and abilities of students on the basis of a certain level of knowledge that

characterizes the specifics of the professional activities of the specialist and determine the level of his professionalism. However, there are training programs that can be used to train professionals in any field, as they are aimed at optimizing organizational development, identifying leadership traits, building management skills, team building, conflict resolution, public speaking, communication and intercultural understanding, effective interaction children and parents, etc. [1]. Thus, the participation of students in the training is aimed at forming in future professionals an individual learning style, active listening skills, questioning skills and creating optimal interpersonal relationships.

Defining the role of training in the training of future professionals, we agree with the understanding of this pedagogical innovation by other researchers who define training as a method of game modeling of pedagogical, educational, professional, life situations to develop professional competence, formation and improvement of various professional and personal qualities, skills. future specialist, increasing the adequacy of self-awareness and behavior by involving students in the training situation in the role of participants and spectators [2].

The use of training in the training of future professionals involves solving certain tasks and achieving a goal in the formation of the necessary professional qualities of students:

1. *Formation of skills to verbalize their own feelings, thoughts, ideas, to specify desires and aspirations in the context of professional growth.*
2. *Gaining personal professional experience by using feedback as a classic learning mechanism in training groups.*
3. *Checking the effectiveness of theoretical training.* Participation of students in professional trainings allows participants to understand and comprehend the feasibility of using certain knowledge from different professional disciplines in simulated training situations.

4. *Experiencing emotional intimacy with other training participants.* We agree with the opinion of scientists that work in a training group will be effective only when both emotional (perception of their feelings and their direct reflection) and cognitive (awareness and categorization of professional experience) mechanisms are involved [3, p. 680]. Therefore, the active participation of each student in professional training will help future professionals to experience feelings of belonging to the pedagogical community, which determines the dynamics of professional identification.

5. *Awareness of their own professional ability.* Students often doubt their ability to be a highly qualified teacher. Therefore, participation in trainings becomes a "production platform" for testing the effectiveness of their own professional actions, gaining practical experience in solving difficult pedagogical situations, conducting a comparative analysis of their own activities and the activities of other participants to develop a positive image of a competent future teacher.

6. *Observations and comparative analysis.* Usually, the participation of each student in the training is a prerequisite for the work of educational and training groups.

7. *Breaking role stereotypes.* Some standards of professional conduct may not always be applicable in today's world. Therefore, in terms of training, students can abandon outdated and restrictive behavioral standards in favor of a flexible, realistic innovative approach to future professional activities and offer their own creative solution to standard professional problems [2, p. 250].

8. *Determining the optimal model of professional action.*

9. *Formation of communicative skills.* This is one of the most important goals of group work in the training of future professionals, aimed at developing students' necessary skills and abilities of professional communication.

Thus, conducting trainings in the process of training future professionals will not only improve the process of professional education of students and better

mastering of theoretical material in professional disciplines, but also provide each of them with optimal opportunities for personal and professional development.

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ADVANTAGES AND DISADVANTAGES OF DISTANCE LEARNING

In distance education, due to the geographical location, teachers and students cannot adopt the traditional «face to face» educational communication mode, and can only implement the teaching process through specific methods and media, so as free from being restricted and constrained by time, space and national boundaries. In today's rapid development of information technology, distance education faces new