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USE OF TRAINING TECHNOLOGIES
FOR TEACHING DISCIPLINES OF THE HUMANITIES AND PEDAGOGY

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Abstract. *The article is devoted to one of the current problems in the field of innovative learning technologies that is implementation of trainings as interactive tools of modern education. In particular, the main aspects of the study are the search for new challenges of modern education, solving problems of pedagogical innovation, which include such relevant tools as trainings that provide a non-standard learning process when the teacher acts as a coach and students are considered as members of the training group. Training is a form of socio-pedagogical activity aimed at acquiring life competence by enriching both knowledge and life-practical and emotional-personal experience through the use of interactive learning tools. Its main advantage is the non-standard work form; it is not similar to the classic lessons as its main task is to establish contact between group members and the leader (the teacher).*

Key words: *modern education, training, innovative methods, interactive technology, motivation, training group.*

Introduction.

Modern conditions of social development increasingly require the active introduction of innovative teaching and learning technologies, rethinking established systems as for techniques and methods in education. Taking into account today's demanding and rapidly changing socio-economic environment, teachers must constantly increase and improve their level of knowledge, and pedagogical success depends on the effectiveness of innovative teaching technologies based on new methodological and modern didactic principles, psychological and pedagogical theories that develop a competency-based approach to educational process [7].

Designing a modern school as a model of society, the individual should be in the center of any activity and he or she should be an active participant and at the same time a mediator while interacting with all the subjects of learning. Creating conditions for the emergence and development of a student's educational and life experience in terms of functional subject literacy is based on a competency-based approach. Therefore, innovative teaching methods are an impetus for the development and improvement of professional competencies.

A method is a key tool of any activity through which interaction is carried out during training. The level of achieving the result depends on the pertinent system of

methods. According to N. Sofii, the new challenges of education require a teacher to perform many different roles, i.e. a curriculum developer, a facilitator, a presenter, a coach, a mentor, a manager, a consultant, a researcher, a change agent, etc. [8].

The **purpose** of the article is to identify the ways how to use training technologies for teaching humanities and pedagogy, to analyze the main characteristics of training as an informal method to solve a problem, to design all the benefits of training at the classes that only expand the range of educational process.

Main text.

Researchers of problems on pedagogical innovation (O. Arlamov, M. Burgin, V. Zhuravlyov, V. Zagvyazinsky, A. Nichols, etc.) try to correlate the concept of the new in pedagogy with such characteristics as useful, progressive, positive, modern, and advanced. Training is considered to be a modern innovative tool, when the teacher acts as a trainer, and the students are members of the training group.

In correction pedagogical research R. Buckley and J. Capel define training as a planned and systematic effort to modify or develop the individual's knowledge, skills, and attitudes by means of learning through which he or she can achieve effective performance of one or more activities. S. Makshanov understands the concept of "training" as "a way to reprogram a person's available model of managing his or her behavior and activities". A. Sytnikov considers trainings as educational games that combine educational and game activities. According to T. Zaitseva, training is a subjective method in specific procedures as a means of influencing the personality aimed at creating conditions for purposeful changes.

Its main advantage is a non-standard work form; it is not similar to classic lessons as its main task is to establish contact between group members and the leader (the teacher). At the first glance, the training has a similar structure to a regular lesson with a specific, clearly defined topic, set goal and means or techniques to achieve it. However, on the other hand, the training provides a more playful subtext based mostly on practice, while the theoretical part recedes into the background.

Therefore, one of the forms of training can be a role play, which involves an informal solution to a specific problem by modeling real-life situations, improving empathic skills, overcoming all psychological barriers. The main characteristic of this method is the technique of an experiment: the advantages are the development of skills of analyzing problem situations, critical and creative thinking. The characteristic elements of the training are all the participants' activity, directing the educational process in the game aspect and arranging a creative atmosphere in order to develop and improve skills and abilities within the team, group.

It should be noted that research works, theater performances, music concerts, research projects lose their popularity compared to the training, as the training provides active and interactive teaching methods that are becoming more relevant and popular in an educational field. Training is considered to be an educational tool in the group of active teaching methods; it serves as an alternative method to passive ones.

Training as a special informal way to solve any problem is based on the process of communication within a particular group. Methods and tools applied during the training do not limit the participants, but create an atmosphere that stimulates the interaction of all group members to solve the problem. They can also be called

"interactive", because during any training, regardless of its form and duration, there is an active learning process between participants.

Diversification of methods and tools during the training only expands the range of educational process, covering both theoretical and practical basis of the lesson, but it is also necessary to take into account the level of participants' awareness on a particular topic, resources and conditions of such interactive lesson. A characteristic feature of this learning process is the interaction between group members and the trainer (the teacher), as the training involves introducing new approaches, learning and processing new information, developing skills and abilities for self-improvement.

Training is a form of socio-pedagogical activity aimed at acquiring life competence by enriching both knowledge and life-practical and emotional-personal experience through the use of interactive learning tools [3]. At the same time, training is not only an interesting process of self-exploration and understanding others while communication, but a tool for developing new skills and abilities.

Training has its "features", they are a training group, a training circle, a special equipment for work, a trainer, group rules, atmosphere of interaction and communication, interactive teaching methods, a particular structure of a training session, evaluation of training effectiveness [1].

Training and traditional forms of education have significant differences. Traditional learning is more focused on finding the correct answer and it is a form of information transfer and knowledge acquisition. The training is primarily focused on questions and search. Comparing with traditional work forms, trainings cover the individual's full potential: the level and scope of the competence (social, emotional and intellectual), independence, ability to make decisions, to interact, etc. [1].

Thus, like any educational session, training has a specific purpose, i.e. informing and acquiring new professional skills and abilities, mastering technologies in the professional sphere, changing the view on a problem, learning process, etc. [2, p. 25].

Nowadays training has become the most common interactive technology among the methods of play-based learning. Communicative trainings on developing students' verbal and nonverbal competence as well as their interactive skills show great efficiency while preparing specialists in pedagogy. Arranging the communication process in such trainings, i.e. learning through activities, is the main means of implementing corrective actions.

Creative principles such as changing the style and pace of training should be applied in order to adapt to different types of students and their modalities, different types of intelligence, experience, etc. To diversify learning, one needs to use color and music design, make teaching or learning process similar to the game [9, p. 150].

Motivation is a necessary component to receive new information during training. It is a particular set of motives that encourages a person to specific forms of activity or behavior. Motives mostly include needs, interests, hobbies, emotions, ideals. However, in some cases the interest is based on achieving a better result (assessment), and in others it is the matter of interest in the learning process (content). Therefore, the feature of training is informal, relaxed communication among the participants, which gives many options to solve the problem and strengthen learning motivation. Methods aimed at stimulating the interaction between

participants are widely used in the training. The advantages of group work are that all members of the group can get acquainted with the information and experience. In addition, it is possible to easily give instructions to all participants at the same time. Acquisition of new skills and experience occurs due to an active participation of the group members [5, p. 12].

The famous authors of the theory and practice of training Yu. Emelyanov and E. Kuzmin group active methods into three general units:

1) *discussion methods* (group discussion, analysis of cases from practice, analysis of moral choice situations, modeling practical situations, case methods, etc.);

2) *game methods*: a) didactic, imitation and creative games, including business ones; b) role-playing games (video training, game psychotherapy, psychodramatic correction); c) brainstorming; d) counter game (transactional method of awareness of communicative behavior);

3) *sensory training* (training of self-exploration (awareness), interpersonal sensuality and empathy) [5, p. 12].

Summary and conclusions.

Thus, training is a practical and effective method of acquiring new knowledge; the process of interaction between participants and a coach; an educational process that stimulates and activates interest in cognition; an opportunity to discover new skills and abilities; a productive form of expanding one's own experience; a non-standard form of socio-pedagogical activity, which is aimed at acquiring life skills through enrichment and self-improvement both theoretically and practically through the use of interactive learning tools.

There is a statement that "training is a game in life, during which real life problems are solved". Mastering new teaching and upbringing technologies requires teachers' self-motivation to understand the need for lifelong learning, serious work on introducing new methods of teaching and learning as well as adapting new conditions of social development [7].

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