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THE ROLE OF INNOVATIVE TEACHING METHODS IN VOCATIONAL EDUCATION

Modern education is a complex form of social practice, its place and role at this historical stage are exceptional and unique. Today, education is an important means and can be the only social institution through which the basic values and goals of society's development are transmitted and implemented. In conditions of radical changes in ideological beliefs, social concepts, and ideals, it is education that allows us to adapt to new forms of life, support the process of reproducing social experience, and consolidate new political realities and new development guidelines in public consciousness and practice. Therefore, the search for innovation in education should begin with the creation of a fundamental scientific concept and a change in the paradigm of education [1, p. 297-299]. The introduction of innovations into the learning process, according to general opinion, should be based on modern philosophical foundations of the educational process that meet the requirements of the time.

One of the components of conceptual approaches to the educational process is the standardization of education. The standard clearly defines the essence of the requirements for future specialists. Graduates must be competitive in the future labour market; otherwise, they will not be in demand. Future specialists must possess the skills of self-education and self-improvement; otherwise, they will not fit into the system of scientific and technological progress. Competitiveness presupposes the ability to compete. And this is what professional games teach. Self-education and self-improvement presuppose the active personal participation of the student in the learning process. This is also facilitated by active learning methods.

With the transition to market relations, the most important indicators of an educational institution's graduate's value are their competitiveness in the labour market and the life cycle of the profession they have mastered. However, education does not end at graduation. Specialists must continue to develop their professional skills, and teaching methods must meet these requirements.

The general classification of the achievement of these goals can be presented as follows:

- acquisition of a profession within the educational standard, for which a certificate (diploma, certification) is issued;
- attaining an educational level within the framework of the educational institution's status as defined by the law on education (primary, secondary, higher);
- acquiring knowledge, skills, and abilities that enable self-improvement for the purpose of successfully competing in the labour market.

The latter is becoming increasingly important. In this regard, the general approach to teaching methods is also changing. Thus, the purpose of active methods is

"to teach how to learn a profession." Socrates is credited with the aphorism: "Nothing is more important than educating yourself and your loved ones" [2, p. 218-220].

Education is the dominant industry worldwide. It reaches almost 40% of the population, and universal progress depends on its effectiveness. Can this process be optimized? Optimization of the educational process is understood as a targeted selection by teachers of the best option for constructing this process, which ensures the highest possible effectiveness in solving the problems of educating and developing students within the allotted time" [3, p. 487]. The criterion for optimal learning can be the assimilation of the greatest amount of educational information per unit of time.

Innovative processes that combine the creation, development, and application of pedagogical innovations can significantly accelerate the processes of updating the education system as a whole.

References

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3. Koval N.O. Modern approaches to the development of a continuous *system of training workers in the context of economic modernization*. *Economy and Society*. 2018. No. 17. P. 485-489.