Innovative Approaches to Training Specialists in Higher Education Institutions in the Conditions of Distance Learning

Oksana Vytrykhovska[1], Alina Dmytrenko[2], Olena Terenko[3], Iryna Zabiiaka[4], Mykhailo Stepanov[5], Tetyana Koycheva[6], Oleksandr Priadko[7]

[1] Candidate of Pedagogical Sciences, Associate Professor of Department of Social Work and Rehabilitation, National University of Life and Environmental Sciences of Ukraine, Ukraine
[2] Doctor of Philosophy, Senior Lecturer of the Department of Theory and Methodology of Preschool Education, Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Ukraine
[3] Doctor of Pedagogical Sciences, Associate Professor, Associate Professor of Foreign Languages Chair, Sumy State Pedagogical University named after A.S. Makarenko, Ukraine
[4] Candidate of Pedagogical Sciences, Lecturer of Department of Foreign and Ukrainian Philology, Lutsk National Technical University, Ukraine
[5] Doctor of Technical Sciences, Senior Researcher, Professor, Taras Shevchenko National University of Kyiv, Ukraine
[6] Doctor of Pedagogical Sciences, Full Professor, Professor of the Department of Pedagogy, State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Ukraine
[7] Postgraduate Student, Department of Pedagogy, National University of Life and Environmental Sciences of Ukraine, Ukraine

Summary
Information and communication technologies used in the social sphere are born due to the development of computer technologies. The main task of the distance learning process in higher education institutions is not to provide information, but to teach how to obtain and use it. The purpose of the article: to identify innovative approaches in the training of specialists in higher education institutions in the context of distance learning. Various innovative approaches to organizing the work of students of higher educational institutions in the context of distance learning are considered. Based on the conducted research, it is concluded that each of the approaches described by us outlines the study of the phenomenon of professional training of a specialist in the condition of distance learning. All the described approaches significantly contribute to the improvement of professional training of specialists, encourage students to self-improvement, professional development and enrich their professional competence in modern conditions.
The emergence and spread of innovative technologies means not only a change in the activity itself and its inherent means and mechanisms of its implementation, but also a significant restructuring of goals, value orientations, specific knowledge, skills and abilities. Therefore, the current stage of the development of civilization, scientific and technological progress requires the emergence of such specialists who would have broad humanitarian thinking, would have good psychological training, would be able to build professional activities according to laws that take into account the relationship between economic productivity and creativity, as well as the desire of the individual for constant renewal, self-realization. Only such qualities will help you master the specifics of innovative technologies well. We see the prospects in the study of innovative approaches to training specialists in higher education institutions in the condition of distance learning in foreign countries.

Keywords:
innovative approaches, information and communication technologies, training of specialists, higher education institutions, distance learning, information society, modern technical means.

1. Introduction

Information and communication technologies used in the social sphere are born due to the development of computer technologies, satellite television, postal service and are in turn an important component of the system of professional Higher Education.

The main task of the distance learning process in higher education institutions is not to provide information, but to teach how to obtain and use it. Higher Education Institutions offer their services in the form of technology transfer for obtaining and applying knowledge. The use of such technologies significantly reduces the distance between the consumer of educational services and the institution of Higher Education. Educational resources become equally accessible to everyone, regardless of the geographical location of the consumer. Many distance and virtual learning systems are being developed.

The creation and development of the information society involves the inclusion of modern technical means and the widespread use of information technologies in the training process. Rapid changes in information flows, complex technologies, and constant changes require the search for new, innovative approaches to education.

Manuscript received December 5, 2022
Manuscript revised December 20, 2022
https://doi.org/10.22937/IJCSNS.2022.22.12.15

The purpose of the article: to highlight innovative approaches in the training of specialists in higher education institutions in the condition of distance learning.

2. Analysis of recent research and publications

Rokosovyk N. proved that distance learning has a wide range of challenges and opportunities, and distance learning is profitable and of high quality; a strategic approach will allow teachers to successfully overcome obstacles to the development and improvement of the distance learning system; institutional support for distance learning initiatives is important; providing technological and technical infrastructure [23].

Marmaza A. claims that the project approach improves the personal pedagogical system and performs didactic, cognitive, developmental, and educational and socialization functions, which are concretized in the relevant tasks assigned to students [16].

Bykov V. proved that the methodological basis for designing methodological systems of distance learning is formed by psychological and pedagogical methods and tools [3].

Kravchenko, T., Varga, L., Lypchanko-Kovachyk, O., Chinchoy, A., Yevtushenko, N., Syladii, I., & Kuchai, O. stress about on modernization of computer technologies, especially multimedia ones, is a necessary condition for the functioning of specialists in modern society, since specialists are at the center of the educational process, during the improvement of professional competence [14].

Plakhotnik, O., Strazhnikova, I., Yehorova, I., Semchuk, S., Tymchenko, A., Logvinova, Ya., & Kuchai, O. show the importance of multimedia teaching tools is shown, which are promising and highly effective tools that allow the teacher not only to present an array of information in a larger volume than traditional sources of information, but also to include text, graphs, diagrams, sound, animation, video, etc. in a visually integrated form [21].

Shchyrbul, O., Babalich, V., Mishyn, S., Novikova, V., Zinchenko, L., Haidamashko, I., & Kuchai, O. tell about conditions of informatization of the educational process requires the teacher to have knowledge and skills in the field of multimedia pedagogical technologies, knowledge of advanced methods and means of modern science. It is considered what relevant concepts of media education have been developed and are being developed in Ukraine and form an important basis for the modernization of education, which will contribute to the construction of an information society in the country and the formation of civil society [24].

Ivanova V. notes that the use of a synergistic approach contributes to the enrichment of educational activities with biological methods, intensifies the development of both teachers and students [9].

Kochubei T. and Ivashchenko K. proved that the systematic approach contributes to the formation of an appropriate adequate formulation of the essence of the studied problems in specific sciences and the choice of effective ways to solve them [28].

Kharkivska A. investigated that modern education, relying on a systematic approach and constant introduction of innovations, prepares graduates for adaptation in various conditions and circumstances of professional activity, develops their ability to self-study and self-improvement, and promotes the rapid development of new skills. Therefore, a systematic approach and innovations in modern pedagogical science contribute to the continuous development of Education [10].

Sotska G. says that the acmeological development of a teacher determines his movement towards professionalism, the latter, according to scientists, characterizes the properties of a person who has reached the heights of professional maturity and acts as the main condition for the subject realization of an individual. Moreover, an opportunity to embody their social potencies, as a measure of human self-determination [27].

3. Research methods

To solve this problem, the following research methods were used: theoretical – analysis, synthesis, induction, deduction in the process of processing the content of scientific research of foreign and domestic scientists; comparison and matching in the process of working with regulatory documentation and educational and methodological support of higher educational institutions; systematization – in order to formulate conclusions.

4. Results and discussion

One of the most progressive achievements is virtual immersion in the subject area. In addition, a modern student has the opportunity to maintain remote communication with their higher education institution. All this provides the student with a huge selection of forms and methods for learning.

Let us consider various innovative approaches to organizing the work of students of higher educational institutions in the condition of distance learning.

Strategic approach. Higher education institutions require an updated strategic approach to transform structures and processes related to the development of distance learning. Institutions need to assure the teaching staff that distance learning really has a wide range of challenges and opportunities, as well as that their activities are profitable and high quality. A strategic approach in higher education institutions will enable teachers to

successfully overcome obstacles to the development and improvement of the distance education system.

Updating the strategic approach in higher education institutions to the transformation of structures and processes related to distance learning [23].

Project approach. The project approach allows you to find a balance between academic knowledge and practical skills, satisfy the individual's desire free choice of activities based on interest and personal significance of the problems being solved [7].

The methodological basis for designing methodical systems of distance learning is formed by psychological and pedagogical methods and tools.

The *project approach* to distance learning involves:

- development of training specifications based on learning theory;
- study of educational needs, personal characteristics, development of pedagogical systems;
- development of teaching materials;
- creating tools for evaluating academic achievements [3].

Synergetic approach. Many scientists believe that the synergetic approach opens a new stage in modern education, gives an impetus to the development of many scientific problems related to self-realization and self-development of complex open systems.

Synergetic is now becoming a carrier of a new paradigm of thinking; it is embodied in technology, art, economics and, of course, should penetrate into education. The emergence of a new paradigm in science is evidence of a transition to a qualitatively new level of consciousness, to a new type of development. This most fundamental problem of science should be solved by the philosophy of education in the context of synergetic. If traditionally training was reduced to the assimilation of proven knowledge, then in the new paradigm it should be accompanied by searches, doubts, and active participation of the entire audience in the movement of the teacher's thoughts [9].

The synergetic approach contributes to the enrichment of the educational process with dialogic means and methods of educational and pedagogical interaction, which ensures the development of students and teachers. This approach focuses on the urgency of developing a new synergetic paradigm of Education, which involves the process of overcoming the difficulties and problems of general education and higher education that arise against the background of the traditional educational paradigm. At the same time, the synergetic approach reveals certain algorithms for overcoming the traditional difficulties of the educational and pedagogical aspects of the educational process, which, in our opinion, are revealed in new ways of structuring it. In addition, updated teaching methods based on independent cognitive activity aimed at forming skills of independent formulation and problem solving, including in the process of collective learning activities [1].

It should be noted that the synergetic approach explains the training system as self-organizing.

From the above positions, an understanding of the implementation of a synergetic approach in the field of professional training follows, in particular, not to form or even educate, but to find and support, develop the professional potential of future teachers and lay the mechanisms of self-determination, self-realization, self-development, adaptation, self-regulation, self-defense, self-education, which are necessary for innovation.

Summarizing the above, we can conclude that the use of a synergetic approach contributes to the enrichment of the educational process with dialogic techniques and methods of pedagogical interaction, which intensifies the process of personal and professional growth of future specialists [32].

Systematic approach. The systematic approach is considered as a process of continuous teacher education, which is carried out during the training of students in the system of formal, non-formal and informative professional teacher education, it is necessary to ensure the unity and integrity of all components of the content and process of professional training in the HEI [9].

The system approach is one of the main directions of the methodology of special scientific knowledge and social practice, the purpose and objectives of which are to study certain objects as complex systems [28]; it allows us to identify common system properties and qualitative characteristics of individual elements that make up the system, to consider relatively independent components not in isolation, but in their interrelation. Specific to the system approach is the problem of generating the properties of the whole from the properties of elements and, conversely, generating the properties of elements from the characteristics of the whole; helps to systematize the knowledge accumulated during training. Provides for the integrity of consideration of educational material, further development of the process of professional training of a teacher in a higher education institution, identifying the interaction of its components and principles: scientific, visual, continuity, connection of theory with practice. The application of a systematic approach to the assessment of foreign pedagogical experience directs the research process to the format of a holistic study of systems in the unity of their internal connections [9].

A systematic approach helps in the process of planning distance learning. In the system approach, the researcher studies in the structure of the system not individual autonomous elements, parts that make up the whole, but the relationships and connections of various elements of the whole, finds in the system of relations between elements leading trends and basic patterns in the structure of the system [28].

The systematic approach is understood as such an organization of professional training of specialists, in which all its components are in a certain interdependence, constant

reflection and correction of results. In addition, creating conditions that ensure the achievement of training effectiveness, the formation of personality qualities of the future specialist, allowing him to solve professional problems in a non-standard way, possess innovative technologies and methods of professional activity [22].

A systematic approach and innovations in modern pedagogical science are important factors for its continuous development. The introduction of innovative methods in the educational process contributes to its transformation in accordance with modern conditions, affects the formation of a person's personality, instilling high moral qualities in him and preparing him for life in a changing modern world [10].

The systematic approach involves defining the goals and objectives of students' work, creating a concept (main directions, strategies for their implementation, programs and methods) for preparing future specialists for research activities; determining the structural components of this system; establishing the nature of the relationship between them. Moreover, identifying levels and criteria for evaluating the effectiveness of scientific work; choosing forms, methods, means of implementing the planned program; techniques for reflecting, diagnosing, correcting students' activities in the field of scientific research, independent or practical work.

The implementation of a systematic approach is phased in nature. In organizing and conducting, for example, scientific work with students, great importance is attached to motivational, diagnostic, projective, active, reflexive and correctional stages [28].

Cultural approach. The application of a cultural approach allows us to consider this pedagogical phenomenon as an integral dynamic process, based on which the personal culture of a specialist is formed. The cultural approach allows us to consider the values and the very system of professional education of preschool teachers as components of human culture.

The cultural approach laid the foundation for integrating many innovative ideas and creating an appropriate model of Education based on the development of the child's creative potential. Unlike the basic elements of the traditional knowledge paradigm that dominates education, the cultural paradigm is built on a different basis – the creation of an independent cultural mood of the student himself, which implies a different position of both the student and the teacher, who should be able to see these makings in each of his students, understand them and help reflect them.

Acmeological approach. Now we will consider the acmeological approach and its role in improving professional activity.

The acmeological approach is a system of principles, techniques and methods that allows solving acmeological problems and tasks. Its implementation in professional education causes progressive changes in the content and level of orientation of the personality of future specialists, in the level of their new theoretical, methodological and practical readiness. This approach focuses the researcher on predicting a qualitative result in the training of teachers, on highlighting promising ideas, on studying acme-heights in teaching activities and designing productive models of professional activity. The educational process with an acmeological approach helps students develop professionally. It provides an effective approach to internal and external factors of professional development. According to the acmeological approach, the student is assigned a central place in higher pedagogical education; it helps future teachers to better understand the essence and significance of professional development [9].

The leading idea of the acmeological approach in pedagogical education is to ensure the acmeological development of the teacher, the subject features of which are: initiative, independent goal setting, planning, foresight; intensive involvement in activities. Moreover, the desire for self-regulation (self-control, self-correction, self-compensation), constant orientation of the individual to self-development and self-renewal; the desire for self-realization and creation; integration of their professional path, structuring and ordering their professional experience and the experience of others [27].

Student-centered approach. The student-centered approach to learning focuses on critical and analytical learning and understanding, increases the student's responsibility and accountability, and expands their autonomy. Independent work with a student-centered approach is necessary to not only master the content of a particular discipline, but also to form the ability to take responsibility, independently solve a problem, find constructive solutions and a way out of problem situations, etc. It allows you to master the skills of educational, scientific and professional activities, and contributes to the deepening and expansion of knowledge, awakening interest in cognitive activity, mastering various techniques of the process of cognition and the development of educational and cognitive abilities [6].

The student-centered approach in higher education is a practical embodiment of the basic principles of the Bologna Process, aimed at deepening students' practical knowledge, strengthening the competence component of training, and allowing them to move from traditional learning technology – transfer of knowledge, to problem technology.

From a practical point of view, student-centered learning is based on the idea of maximizing students' chances of getting first place in the labor market, increasing their "value" among employers, thereby meeting the actual needs of the latter.

If the student-centered approach is used, the student's role as a participant in the learning process is strengthened from a passive listener to an active one, which can partially

influence the process of obtaining knowledge, competencies and skills [2].

Individual approach. The main advantages of distance learning include an individual approach to the organization of training and building its trajectory; the ability to maintain constant feedback between the student and the teacher, not limited by time; a certain degree of freedom, which is so lacking for students in the format of regular training [4].

With traditional training, it is quite difficult for a teacher to pay the necessary amount of attention to all students of the group, to adapt to the pace of work of everyone. The use of distance technologies is suitable for organizing an individual approach. In addition to the fact that the student chooses his own pace of learning, he can quickly get answers from the teacher to any questions that arise [20].

Compliance with an individual approach to teaching students in higher education requires:

- take into account the level of intellectual development of each student;
- to study and use the motives of teaching in the learning process students;
- analyze the experience of students (both educational, life and professional);
- take into account the level of educational, cognitive and practical student independence;
- take into account the level of volitional development of an individual student;
- provide individual assistance to students in their studies;
- combine students who have the same learning opportunities into differentiated subgroups [5].

To achieve an individual approach to students, individualization and differentiation of educational activities are used. If individualization of training is aimed at taking into account the specific individual characteristics of each student within the group, flow, then differentiation involves taking into account similar typical features of groups of students.

In relation to modern higher education, a new approach to understanding and organizing the learning process is being developed, namely: from learning as a normative process to learning as an individual activity. In addition, its correction and pedagogical support, as well as to the development of such educational content that would include not only scientific knowledge, but also the purpose of knowledge, that is, techniques and methods of cognition. This approach allows the assimilation of knowledge in the form of meta-knowledge (description of methods of actions, algorithms, rules, logical operations, in other words, knowledge about how to process educational material, including independently, that is, what needs to be done for this, etc.). Under the condition of such assimilation, individual means of independent learning activity are formed, which act as a manifestation of the individual style of independent activity [30].

Mixed approach. When choosing a distance-learning mode, a mixed approach is usually optimal, which can help the teacher combine the advantages of synchronous and asynchronous modes. Because of systematic work, dosed placement of methodological materials, each applicant will have a holistic view of the amount of educational material in the discipline that needed to be mastered remotely. In addition, it will be able to build an individual educational trajectory, because each applicant has different technical capabilities when working online and an individual pace of completing tasks [18].

The advantages of a mixed approach are:

- expanding students' educational opportunities through accessibility and flexibility;
- taking into account individual educational needs, pace, rhythm of educational material;
- increasing the motivation of applicants for educational and cognitive activities, independence, social activity, reflection and introspection, forming responsibility;
- pedagogical freedom and autonomy of the teacher in choosing the presentation of material, educational services and platforms;
- changing the role of the teacher (transition from broadcasting knowledge to interaction with the student, which will contribute to the formation of the process of constructing their own knowledge);
- ability to control your own activities;
- formation of digital competence;
- personalization of the educational process (the student independently determines educational goals, ways to achieve them, taking into account their own educational needs, interests and abilities, and the teacher is an assistant in this situation);
- improving the effectiveness of the educational process and learning outcomes in general [26].

Competence approach. The general idea of the competence approach is competence-oriented education, which is aimed at comprehensive assimilation of knowledge and methods of practical activity, thanks to which a person successfully realizes himself in various areas of his life. It provides for a priority orientation to the goals-vectors of education: the ability to learn, self-determination, self-actualization, socialization and development of individuality. In this case, the introduction of a competence approach in professional education is the foundation for the formation of a competent specialist who knows the culture of professional activity. The competence approach makes it possible to select the content of professional education in accordance with the needs of the developing individual and at the same time orients him to the innovative experience of successful professional activity in a particular field.

At the same time, the requirements for forms and means of teaching are gaining new emphasis in the system of competence approach to higher education. Innovative and

interactive forms of training contribute to the professional development of specialists: individual, information technology, project and others. No less important in the implementation of the competence approach is distance learning, especially for students who study on-the-job and solve a set of tasks independently.

It is advisable to give preference to those teaching tools that contain communicative and situational tasks, tasks that require attracting students' experience, are close to life, future professional activity, and stimulate their active mental activity.

The competence approach requires the use of active forms of training, the use of modern technologies, so knowledge cannot be given for ten years in advance, it is necessary to teach to learn and retrain and the main criterion of learning is to consider readiness for independent activity at the next stage (either in training or in life) [11].

We believe that the prospects for using distance learning in the process of training specialists in institutions in the context of a competence approach are:

- organization of independent work of students and its control without significant time spent by the teacher;
- methodological support for the study of a particular discipline, which the student has access to at any time and from any device that has the ability to access the Internet;
- ensuring the solution of a sufficient number of training exercises for the formation of professional competence without spending classroom hours;
- ensuring interdisciplinary integration in the process of professional training. For example, by creating distance courses in professional disciplines [19].

Differentiated approach. The differentiated approach is aimed at achieving a common goal for students, but in different ways. The essence of the differentiated approach is multi-level independent activity of students, the purpose of which is to facilitate the assimilation of educational material in accordance with individual mental abilities and the existing level of knowledge of students [5].

Differentiated approach is the work of a teacher, which involves preserving, taking into account and developing the individual characteristics of each participant in training using various forms, methods and means of teaching.

Differentiated training also provides that all students receive the same tasks, but the weaker ones are provided with individual assistance during their implementation or separate tasks that are feasible for them. Sometimes students are offered an easier task, but later an additional one, which they perform according to their capabilities, complicates them. In general, differentiation of tasks by city can be carried out based on the number of tasks, the degree of their complexity, and the independence of their implementation.

The system of differentiated approach creates comfortable conditions for students with different levels of training, provides an opportunity to communicate, develops students' leadership abilities; it requires pedagogical tact and a friendly attitude towards students from the teacher [17].

By differentiation, we will understand the teacher's activity aimed at organizing independent work of students, which involves the use of various forms of independent work, its methods, techniques that correspond to various individual typological features of students, in order to increase the productivity of such work. Various criteria can serve as the basis for differentiating independent work. First, the division into subgroups is carried out according to the level of educational achievements, which is most common in practice. Otherwise, the differentiation is based on individual differences in students' learning activities, their individual psychological characteristics, etc.

A differentiated approach to the organization of independent work of students requires special methodological preparation for conducting classes, namely:

- conditional distribution of students into groups according to the proposed typology;
- definition of the main, basic and reference concepts, skills and abilities on the topic being studied;
- typological structuring of educational material, deepening and simplifying its content for individual groups of students;
- selection of tasks of different levels of complexity for independent work of students;
- application of appropriate methods and techniques of independent work in the classroom;
- optimal combination of different forms of work in the classroom (front, group work, individual tasks, etc.);
- dosage of time for independent completion of tasks by different typological groups of students;
- balance in the teacher's certainty of the amount of his assistance to students during their independent work;
- differentiation of students' homework and extracurricular independent work.

Differentiation of learning is a manifestation of the humanization of Education. It is based on the idea of respect for the individual, his inclinations and interests, self-realization of the individual. As a result, the introduction of differentiation of independent work creates favorable conditions for the development of the student, strengthening his faith in himself, in his own strength and capabilities [13].

Personality-oriented approach. The personality-oriented paradigm of education is a kind of methodological guide that requires not only taking into account the educational and professional needs of each future specialist, but also modernization of educational priorities aimed at developing their creative and pedagogical abilities, internal professional potential and striving for constant self-education and self-development.

Of particular importance in the organization of a personality-oriented environment of a Higher Pedagogical School by means of distance technologies is the polylogue

between the teacher and the student, as well as students among themselves. Unfortunately, this process is often complicated not only by technical problems (there is no or weak internet connection, outdated computer equipment, etc.), but also by specific socio-psychological difficulties that are closely related to ensuring interaction at a personally significant level.

The leading forms and methods of implementing this way of optimizing the process of implementing a personality-oriented approach in the context of distance learning for future specialists are viewing video fragments (in particular, using the online service YouTube) that demonstrate the rules of pedagogical etiquette. Mistakes that should be avoided when performing direct future professional activities, analyzing specific examples of nonverbal vocabulary of pedagogical communication (facial expressions, gestures, timbre, voice strength, etc.). A relevant form in this context is to conduct internet advisory webinars and chats using various software tools and network resources (Zoom, Google Meet, Google Chat, Telegram, Viber groups, etc.). During this form of classes, all participants in educational interaction show activity and interest in discussion, which is often informal in nature and emotionally reflexive orientation [15].

A personality-oriented approach to training, firstly, contributes to the formation of the personality of the future specialist; secondly, it is one of the factors for improving the quality and effectiveness of training. When organizing the educational process using personality-oriented technologies, the main guidelines should be the following:

- rejection of the absolutization of the learning model and implementation of its individualized version;
- planning of learning goals should be comprehensive, focused on the personality of each student;
- taking into account the level of complexity of the material and the real educational capabilities of the student;
- developing internal motivation;
- stimulating the personal meaning of the acquired knowledge and skills;
- development of cognitive and creative activity;
- engaging in dialogue, organizing and planning your own educational activities;
- selection of such methods of educational and cognitive activity of the student that stimulate the development of his creative abilities;
- enriching the content of training with accompanying knowledge about the world around you;
- organization of the process of independent learning and self-development creative approach to activities; to form the ability to conduct research work in the process of pedagogical practice; to develop skills of structuring and competent transformation of scientific knowledge into educational material.

A personality-oriented approach ensures individual development of each student, contributes to successful learning, maximum development of abilities and talents. It shows the highest general and individual results of cognitive activity; actively affects the development of cognitive abilities, creates conditions for everyone to successfully fulfill the requirements of the curriculum, overcome existing shortcomings and develop individual interests; ensure the most productive work of all students [11, 25].

Technological approach. The technological approach makes it possible to ensure the effectiveness of theoretical and practical training of primary school teachers in universities. The technological approach opens up new opportunities for conceptual and project development of various areas and aspects of educational, pedagogical, and social activities.

The technological approach is the introduction of a systematic way of thinking in pedagogy. However, the technological approach to educational and pedagogical processes cannot be considered universal; it only complements the scientific approaches of pedagogy, psychology, sociology, social pedagogy, political science, etc. [33].

The defining feature of the technological approach in training is the reproducibility of the entire training cycle. It is generally accepted to see technology as the construction of the educational process, which is shown in Fig. 1.

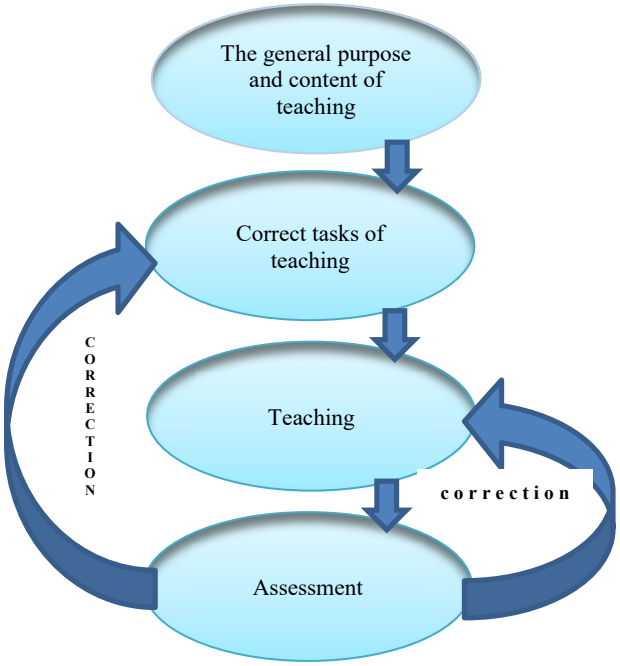

Fig. 1 The scheme of technological construction of the educational process

In Fig. 1 it can be seen that the technology reflects the features inherent in the traditional organization of the educational process: the order of the learning process, the

purpose and evaluation of results. However, certain properties of pedagogical technology can also be traced. Its main feature is considered a focus on achieving the goal [31].

Conclusions and prospects

The rapid technological development of society not only requires teachers to form new professional competencies related to the active introduction of mixed and distance learning, but also affects the role of the teacher, giving it the latest meaning [8].

The emergence and spread of innovative technologies means not only a change in the activity itself and its inherent means and mechanisms of its implementation, but also a significant restructuring of goals, value orientations, specific knowledge, skills and abilities. Therefore, the current stage of the development of civilization, scientific and technological progress requires the emergence of such specialists who would have broad humanitarian thinking, would have good psychological training, would be able to build professional activities according to laws that take into account the relationship between economic productivity and creativity, as well as the desire of the individual for constant renewal, self-realization. Only such qualities will help you master the specifics of innovative technologies well.

Based on the conducted research, we can note that each of the approaches described by us outlines the study of the phenomenon of professional training of a specialist in the condition of distance learning. All the described approaches significantly contribute to the improvement of professional training of specialists, encourage students to self-improvement, professional development and enrich their professional competence in modern conditions.

We see the prospects in the study of innovative approaches to training specialists in higher education institutions in the condition of distance learning in foreign countries.

References

[1] A systematic approach to the scientific organization of students' work in the conditions of higher educational institutions. URL: http://www.novapedahohika.com/noloms-863-1.html

[2] Borodenko S.M. (2016). The material and technical aspect of providing a student-centered approach in education. URL: https://ir.kneu.edu.ua/handle/2010/29358?show=full

[3] Bykov V. Yu. (2001). Project approach and distance learning in professional training of management personnel. Crimean pedagogical readings: materials of the International Scientific Conference (September 12–17, 2001) / edited by S. O. Sysoeva and O. G. Romanovsky. Kharkiv: NTU "KhPI". 30–50.

[4] Distance learning in higher education institutions: models, technologies, perspectives:materials of a round table with the participation of advisers of academic groups and teachers of the Faculty of Finance and Business Management. April 28, 2021. Lviv: FUFB, 2021. 111.

[5] Godovaniuk T. L. (2010). Individual education in higher education: Monograph. K.: NPU named after Drahomanov. 160.

[6] Gula L. V. (2020). A student-centered approach to the organization of independent work of students in higher education institutions. Current issues of humanitarian sciences: interuniversity collection of scientific works of young scientists of Ivan Franko State Pedagogical University of Drohobytsk. Drohobych: "Helvetika" publishing house. 27 (2). 157-161.

[7] Ignatieva I. (2017). The project approach as a methodological basis for the transformation of business education. URL: http://ekmair.ukma.edu.ua/bitstream/handle/123456789/13176/Ihnatieva_Proektnyi_pidkhid_yak_metodolohichna_osnova_transformatsii_biznes-osvity.pdf?sequence=1&isAllowed=y

[8] Innovative technologies in the modern educational space: a collective monograph / General. edited by G.L. Efremova Sumy: A. S. Makarenko Publishing House of the Sumy DPU named after A. S. Makarenko, 2020. 444.

[9] Ivanova V. V. (2021). Theoretical and methodological principles of training of preschool education specialists in the universities of the United Kingdom of Great Britain and Northern Ireland: diss. ... Dr. Ped. Sciences: [specialist] 13.00.04 Kyiv. 366.

[10] Kharkivska A.A. (2014). Systematic approach and innovations in modern pedagogical science. URL: https://dspace.uzhnu.edu.ua/jspui/bitstream/lib/9879/1/5.pdf

[11] Khodan O. competence-based approach to the training of future specialists in universities. URL: https://dspace.uzhnu.edu.ua/jspui/bitstream/lib/433/1/КОМПЕТЕНТНІСНИЙ%20ПІДХІД.pdf

[12] Kochkodan O.D. (2016). Organization of distance learning using personal-oriented technologies. Scientific works of SWorld. 4. (30). Ivanovo: MARKOVA AD. 122-126.

[13] Korolyuk, O. M. (2009) A differentiated approach to the organization of independent work of technical college students. Bulletin of Zhytomyr Ivan Franko State University. 24. 236-239.

[14] Kravchenko, T., Varga, L., Lypchanko-Kovachyk, O., Chinchoy, A., Yevtushenko, N., Syladii, I., & Kuchai, O. (2022). Improving the Professional Competence of a Specialist in Poland by Implementing Multimedia Technologies. International Journal of Computer Science and Network Security, 22(9), 51-58.

[15] Kulimova, Yu. G. (2022). Implementation of a personally oriented approach in the process of professional training of future primary school teachers in the conditions of distance education. Electronic scientific publication "Open educational e-environment of a modern university". 12. 80-89.

[16] Marmaza O.I. (2003). Project approach to educational institution management. H.: Basis. 80.

[17] Maslova, O.V. (2012). A differentiated approach to the organization of the process of studying mathematical disciplines. Scientific and methodological conference of teachers, employees and students: abstracts of reports, Konotop, March 29, 2012 / Rep. for issue V.V. Bibik Sumy: Sumy State University. 2. 154-156.
[18] Moskalyuk H.V. (2020). A teacher's college student's blog as one of the forms of communication in the distance learning process. Distance education of students: theory and practice [Electronic collection]: scientific and methodological works of Kherson State University / ed. S.A. Omelchuk. Kherson: KhSU. 52-59.
[19] Myastkovska M., Kobylyanska I. (2019). Prospects for the development of distance education in the context of the competence approach. Security pedagogy. 1. 72-77.
[20] Peculiarities of distance learning. URL: https://fpo.kname.edu.ua/index.php/uk/druga-vishcha-osvita)
[21] Plakhotnik, O., Strazhnikova, I., Yehorova, I., Semchuk, S., Tymchenko, A., Logvinova, Ya., & Kuchai, O. (2022). The Importance of Multimedia for Professional Training of Future Specialists. International Journal of Computer Science and Network Security, 22(9), 43-50.
[22] Povidajchyk O.S. (2018). Systematic approach to research training of specialists in universities. Modern trends in the development of education and science in an interdisciplinary context: coll. the mother 3rd International science and practice conf. (Czestochowa – Uzhhorod – Drohobych, March 29–30, 2018). Drohobych: Enlightenment. 317–319.
[23] Rokosovyk N.V. (2018). Preparation of masters of pedagogy in universities of Great Britain by means of distance learning. Monograph. K.: "Talcom". 321.
[24] Shchyrbul, O., Babalich, V., Mishyn, S., Novikova, V., Zinchenko, L., Haidamashko, I., & Kuchai, O. (2022). Conceptual Approaches to Training Specialists Using Multimedia Technologies. International Journal of Computer Science and Network Security, 22(9), 123-130.
[25] Shvets O. G., Osmuk N. G., Litsman Y. V. (2020). A personally-oriented approach in the organization of distance learning of Science and Education a New Dimension students. Humanities and Social Sciences. VIII(42). 48-51.
[26] Sobchenko T. M. (2021). Blended learning: concepts and tasks. Pedagogy of creative personality formation in higher and secondary schools. Vol. 75 (3). 73–76.
[27] Sotska G. (2017). Acmeological approach in pedagogical education of Ukraine. Edukacja dla prószlódy w świelte wyzwań XXI wieku. 1. 387-397.
[28] Synergistic approach as a method of analysis of educational systems. URL: https://studfile.net/preview/5263496/page:4/
[29] System approach in higher education: education. manual / authors-organizer. Kochubey T.D., Ivashchenko K.V. Uman: PP Zhovtyy O. O., 2014. 131.
[30] Tamarkina O. L. (2019). An individual approach to learning in modern higher education. Proceedings of the International Scientific and Practical Conference "Psychology and Pedagogy: Current Issues" (April 12-13, 2019). Kh.: Eastern Ukrainian organization "Center for Pedagogical Research". 13-15.
[31] Technological approach as one of the strategic directions of innovative development of primary school education. URL: https://studfile.net/preview/9358076/page:2/
[32] Tsyunyak O.P. (2020). The synergistic approach as a methodological basis for the study of the system of professional training of future masters of primary education for innovative activities. Innovative pedagogy. 20. Odesa. 123−126.
[33] Zadniprianets I.I. (2011). Modern educational technologies in teaching physics / edited by L. Holvinska. K.: Shk. world. 128.