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INNOVATIVE PEDAGOGICAL TECHNOLOGIES AS A MEANS OF FORMING COMMUNICATIVE PROFESSIONAL COMPETENCE OF AGRONOMIST STUDENTS

Abstract.
The article presents an analysis of various approaches to the interpretation of the concept of "pedagogical technology". Various components of pedagogical technology and ways of using it in the educational process are considered. The purpose of the article was to determine pedagogical technologies that can be used most effectively in the process of forming the professional communicative competence of students of agricultural specialties.

Key words: innovation, innovation in education, pedagogical technology, professional competence, the effectiveness of educational technologies.

The rapid progress of mankind is causing changes in the education system. This dynamic development is due to the widening gap between the new living conditions and the modern system of knowledge. The level of progress that humanity has made obliges us to continually improve the environment around us. The rate of acquisition and accumulation of new knowledge has also changed. The baggage of knowledge gained over two millennia has become a starting point for the rapid development of technology. Under these conditions, society has become more mobile and so should the education system. Therefore, in order to keep pace with progress, we must provide quality, updated, modern requirements, knowledge. To solve this problem, the use of only traditional learning technologies is not effective enough, so there is a need to develop new - innovative. According to the hypothesis and objectives of our study, the purpose of this paragraph is to clarify the role of innovative technologies in the formation of communicative professional competence of students of economic specialties. The term "innovation" came into use in the 40s of the XX century, consolidating one of the most important features of the scientific and technological revolution in society. Initially, it was used by German and Austrian scientists in the analysis of socio-economic and technological processes [5, p.193]. To acquire knowledge, scientists are introducing special learning technologies. However, due to the growing interest of the world community in this problem, a large number of such innovations have emerged. The multiplicity of these innovations led to the emergence of science, which is based on the intersection of different sciences, such as: general innovation, methodology, theory and history of pedagogy, psychology, sociology, management theory, economics of education - pedagogical innovation. There is no single approach to the interpretation of the concept of "innovation" in the pedagogical literature. Most authors define pedagogical innovations as a process, others - as a product of creative activity, and some - as a process of creation that begins with any idea [15, p. 3]. I. Dychkivska [13], exploring the concept of "innovation" in her book "Innovative pedagogical technologies" gives the following interpretations of this term by different authors (Table 1):

Table 1.

Understanding of the concept of "innovation" by different authors

№	Definition	Authors
1	Innovation - the transition of a system from one state to another with its life cycle. Innovation is a purposeful change that introduces new stable elements into the implementation environment.	Prigogin A. [27, p.53]
2	Innovation - a comprehensive process of creating, disseminating and using a new practical tool (innovation). Innovation - a form of organization of innovation.	Lapin N. [19, p.58]
3	Innovation - is the first application of a new product or process.	Hippel E. [2, p.56]
4	Innovation - a direct tracing of the English word "innovation", which means "novelty", "news", "pioneer work".	Gilbukh Yu. Drobnohid M. [9, p. 3]
5	In its main meaning, the concept of "innovation" belongs not only to the creation and dissemination of innovations, but also to changes in ways of working, styles of thinking that are associated with it.	Clarin M. [16, p.55]
6	Innovations are ideas, processes, means and results taken in the unity of qualitative improvement of the pedagogical system.	Podlasy I. Podlasy A. [26, p.3]
7	Innovations - for the first time created, improved or applied educational, didactic, educational, management systems, their components that significantly improve the results of educational activities.	Regulations on the implementation of innovative educational activities [27, p.7]

We agree with M. Drobnokhod's statement [9] that "innovation" is a direct copy of the English term and means "novelty". That is, these two terms are the outer shell of the same phenomenon, which includes such educational processes as creation, dissemination, use and complete or partial change of pedagogical elements in order to assimilate existing and new knowledge in the rapid development of society. If we consider the phenomenon of innovation purely in its educational context, it is a process of changing traditional approaches to teaching and education to newer, more progressive ones. Of course, the phenomenon of innovation cannot be considered separately from the learning process, so learning that is based on rapid changes in the education system, given the new ideas about the process, means, methods and goals of learning, is innovative.

Exploring various aspects of educational activities, I. Dychkivska notes that the optimal combination of traditional and innovative learning, and the latter, in turn, is associated with the use of the mass nature of education and its importance for both individuals and society; orientation on active development by the person of ways of cognitive activity, adaptation of educational space to inquiries and needs of the person; orientation of training on the personality, providing opportunities for its self-disclosure [13].

Analyzing the term "innovation", I. Dychkivska considers it as the production of something new and openness to the individual (in the position of educator - pupil, culture - society, openness of his "I").

The logical conclusion is that the main function of innovative education is human development.

K. Klimova has a similar point of view and notes that "Every innovation must be tested: what sometimes seems original and effective, in practice can suddenly turn into adult entertainment that quickly gets bored and leaves nothing for the mind and heart" [17, p.120].

Therefore, a very important stage in the choice of innovative learning technologies is a thorough study of all aspects of innovation and their correlation with the educational goal.

I. Dychkivska [13] studying the classification of pedagogical innovations, notes that traditionally innovations in education are divided into the following groups:

1. depending on the scope:
- innovations in the content of education (updating the content of curricula, textbooks, manuals, etc.);
- innovations in the technology of teaching and education (updating methods of teaching and interaction in the educational process);
- innovations in the organization of the pedagogical process (updating the forms and means of implementation of the educational process);
- innovations in education management (updating the structure, organization and management of educational institutions);
- innovations in educational ecology (architectural planning of educational institutions, use of building materials, interior of premises, etc.);

2. depending on the scale of transformations:
- partial (local, single) innovations, not related to each other;

- modular innovations (a set of interconnected partial innovations that belong, for example, to one group of subjects, one age group of children, etc.);
- system innovations (covering the whole educational institution). They provide for the restructuring of the entire institution under a certain idea, concept or creation of a new educational institution based on the previous one (for example, kindergarten - school, adaptive kindergarten, school-laboratory, etc.). To master them, it is necessary to develop a program for the development of the educational institution;

3. depending on the innovation potential (related to improvement, rationalization, modification, modernization of what has an analogue or prototype).
- combinatorial innovations (provide a new constructive combination of elements of previously known methods, which in this case have not yet been used). They are not any combination, but constructive, i.e. one in which new system properties appear and which generate a new effect.
- radical, or fundamental, global, basic innovations (they are usually discoveries, most often arise as a result of creative integration and contribute to the creation of fundamentally new teaching aids);

4. Depending on the position of its predecessor:
- replacement innovations (they are introduced instead of a specific obsolete tool). These include theater, art studios, sports sections, ballet and dance schools, etc.;
- canceling innovations (their essence is to suspend the activities of certain bodies, associations, to cancel the form of work, programs without replacing them with others, if they are unpromising given the needs of the development of the educational institution or inhibit it);
- opening innovations (provide for the development of a new program, a new type of educational services, new technology, etc.). For example, computerization of the educational process, the transition to new information technologies;
- retro-introduction (mastering a new one in an educational institution, which existed in pedagogical practice before). As a rule, it was not used for a long time, it was once canceled by mistake or lost its relevance in the previous conditions;

5. depending on the place of occurrence:
- innovations in science (updating pedagogical theory);
- innovations in practice (updating of pedagogical practice);

6. depending on the time of appearance:
- historical innovations (revival of historical and pedagogical heritage in new conditions);
- modern innovations (innovations of today);

7. depending on the level of planning, expectations and forecasting:
- expected (planned) innovations;
- unexpected (unplanned) innovations;

8. depending on the field of pedagogical knowledge:
- educational innovations (in the field of education);
- didactic innovations (in the field of education);

- historical and pedagogical innovations (in the field of history of pedagogy), etc. [13, p. 33-36].

To build an effective learning process, we need to analyze the structure of innovative technology and identify those elements that are crucial for our study.

Specialists who study the structure of the innovation process, identify the following components:

Activity structure of innovation process. It appears as a set of such components as motives - purpose - task - content - forms - methods - results.

Subjective structure. It is based on the innovative activity of the subjects of educational institution development: teachers, scientists, children, parents, sponsors, consultants, experts, employees of educational bodies, each of which realizes its function and role in the innovation process.

Level structure. Reflects the interconnected innovative activity of subjects at the international, state, regional, district (city) levels and at the level of educational institution.

Management structure. Its peculiarity is reduced to the interaction of such types of management actions as analysis - organization - control. Organizational structure of the innovation process. This structure includes diagnostic, prognostic, actually organizational, practical, generalizing, implementing stages, each of which has its own semantic specificity, performs specific functions and is also to some extent a complex structural phenomenon.

The structures of the innovation process are interconnected not only horizontally but also vertically. Each component of any structure is realized in the components of other structures, because they all form a single system [13, p.49-50].

Based on the above, for us at the initial stage of the study, the most important is the activity structure of the innovation process, although the subjective, level and management structures should not be left out of our attention.

The process of creating an innovation is a creative process that meets the conditions of finding a new, original, optimal. As a result of the search does not always arise and should not always be new, so this process is incorrectly called innovation. Rather, innovation is a product of the creative search process, the result of the final development of a new idea. The process can be called innovative when it comes to the development, dissemination of innovation in pedagogical practice. Thus, pedagogical innovation is not the idea itself, but a certain design [15, p.8].

The introduction of innovations requires certain mechanisms. Such a mechanism is technology.

The term "learning technology" is of Greek origin and translates as "the art of speech, learning" [11, p.331]. Thoughts on the technologicalization of education can be found in the works of J. Comenius, A. Disterweg, J. Pestalozzi, V. Sukhomlinsky, J. Dewey, and others.

Each specific didactic task is implemented using appropriate learning technology. As a result, learning technologies are being improved and new ones are emerging, which makes it possible to improve the learning process. "The choice of educational technology is always a choice of strategy, priorities, system of interaction, teaching tactics and style of work of the teacher with the student" [24, p.11].

It is worth noting that scientists approach the interpretation of the concepts of "pedagogical technology", "educational technology" and "learning technology" quite differently, and in some cases replace one concept with another. We will try to explain the reasons for this phenomenon below.

The concept of technology came to pedagogy from the field of technology. The term "pedagogical technology" first appeared in the 1930s in the United States after the introduction of audiovisual education programs in schools, and was interpreted as an understanding of the process of building the educational process. However, it was not actively used until the middle of the last century. There were different interpretations of this term. Some scholars focused their views on the use of technical means in teaching, others took a broader approach to this issue and engaged in a "technological approach" to the construction of the educational process.

Since its inception, the term "pedagogical technology" has changed somewhat, gaining new interpretations and shades of meaning. At the very beginning, this phenomenon was considered as "technology in education", later "education technology", "learning technology", "educational technology" [24].

What do "pedagogical technology" and "learning technology" have in common? Both involve a clearly planned learning process and a concrete outcome. The control of learning outcomes is carried out in stages, and the final result is compared with the originally planned.

In pedagogy, along with learning technology, there is also educational technology. Both design the information structure and psychological and pedagogical mechanisms of personality development, which operates depending on the information and instrumental set of conditions. However, educational technology is characterized mainly by the content-procedural aspect, and learning technology - the procedural aspect (although a clear boundary between these terms in science is not established) [21, p.28].

Educational technology - reflects the overall strategy of education, a single educational space. The purpose of educational technologies is to solve strategic tasks for the education system: forecasting the development of education, design and planning of goals, results, main stages, methods, organizational forms of the educational process. Such educational technologies are the concepts of education, educational laws, educational systems [15]. In modern Ukraine, such educational technologies are the humanistic concept of education, the Law of Ukraine "On Education", the system of continuing education (preschool, school, university, postgraduate levels) and others.

Domestic scholars interpret the concept of "pedagogical technology" differently. According to D. Chernilevsky, "pedagogical technology is a complex, integrated system that contains an ordered set of operations and actions that provide pedagogical purpose, content

information - subject and procedural aspects aimed at acquiring knowledge, acquiring professional skills and forming personal qualities of students, defined learning goals "[31, p.28-29].

M. Clarin outlines the concept of pedagogical technology as a system set and the order of functioning of all personal, instrumental and methodological tools used to achieve the pedagogical goal.

O. Pehota considers pedagogical technology in the general pedagogical sense as a holistic educational process with its purpose, content and methods of teaching [24, p.24]. It combines new concepts of the learning process, and the problem of the interaction of new tools and methods of learning, and the use of a systematic approach to the organization of learning [24, p.14].

Foreign scholars also focus on this concept.

According to G. Selevko [29], pedagogical technology is a meaningful generalization that absorbs the content of all definitions of different authors. Scientific, procedural-descriptive and procedural aspects can represent pedagogical technology.

Pedagogical technology is a project and implementation of a system of consistent development of pedagogical actions, which are aimed at achieving the educational goal and the development of the student's personality, says M. Levina [21, p.14]. Educational technology according to V. Guzeev is a system that includes some idea of the planned learning outcomes, tools for diagnosing the current state of students, the multiplicity of learning models and criteria for choosing the optimal learning model for these specific conditions [12, p. 111].

The 1978 Association for Pedagogical Communications and Technology redefined pedagogical technology as a comprehensive, integrative process that encompasses people, ideas, tools, and ways to organize activities to analyze problems and plan, provide, evaluate, and manage problem-solving all aspects of knowledge acquisition [7, p. 123-128].

Learning technology (education, management). This type of technology models the way of mastering a specific educational material (concept) within the relevant subject, topic, question. In many respects it is close to a separate technique. Didactic technology covers the content, forms, methods of teaching. Specific content, forms and methods are inherent in the technology of education or management. In the structure of technology of training (education, management) there are sublevels: the number of technological stages; degree of manufacturability, complexity of manufacturability, flexibility and mobility [13, p.68].

Among the reasons for designing pedagogical technologies at the present stage are the following:
- reforming higher pedagogical education;
- high quality standards of education;
- the need of society to obtain any guaranteed results of the pedagogical process, including the development of the student's personality [33, p.18].

Domestic and foreign scholars pay attention to various aspects of "pedagogical technology". V. Shakhov considers the fundamental methods of philosophy, which are used to solve the problem of designing pedagogical technology. He notes that the basis of

learning technologies is to explain how best to design the learning process. The design of pedagogical technology can be based on empirical, algorithmic and stochastic paradigms [33, p.17].

The process of creating pedagogical technology involves taking into account many factors. In particular, M. Levina [21] notes that when creating pedagogical technology should take into account the possibility of modification in connection with the development of society. To do this, you need to know the innovative processes that take place in society and in education. The crisis in the education system arises when pedagogical technologies do not meet the needs of society. Such discrepancies include:
- growing demand for quality education;
- the need to increase the level of professionalism in teacher education;
- conservatism in the field of education and its lack of adaptation to the purpose and working conditions due to changing needs of society;
- inertia and traditional pedagogical teaching technologies;
- the need for the formation of professional thinking, activity, initiative of teachers and the instability of professional motivation;
- inefficiency of pedagogical work, etc. [21, p.17].

Analyzing the works of domestic and foreign authors, M. Choshanov [32] identified the following features of pedagogical technology:
- diagnostic goal-setting and effectiveness ensure guaranteed achievement of the goal and efficiency of the learning process;
- economy ensures the availability of study time, optimization of the teacher's work and achieving the planned goal in a short period of time;
- collectivity - the existence of fast feedback provides maximum focus on the expected result.

The researcher draws attention to the difference between the concepts of "learning technology" and "methodological system", and emphasizes that the main difference lies in the manifestation of each feature. If in pedagogical technology these features are most pronounced, then in pedagogical, didactic and methodological systems, they may be weak or absent. Another difference is that in pedagogical technology the semantic component, which is present in pedagogical, didactic and methodical systems, is poorly represented. Pedagogical technology is the main (procedural) part of didactic or methodical systems. For example, if the methodological system is aimed at solving such questions as: "What to teach?", "Why teach?", And "How to teach?", The learning technology, first of all, answers the question "How to teach effectively? " [10, p.24].

Various authors have dealt with the question of the structure of pedagogical technology. In particular, according to G. Selevko [29], pedagogical technology in the general pedagogical sense characterizes the holistic educational process with its purpose, content and methods of teaching, and determines the following structure of pedagogical technology:
a) conceptual basis;
b) the content of training:
• purpose of training - general and specific;

• content of educational material;

c) procedural part - technological process:

• organization of the educational process;

• methods and forms of students' learning activities;

• methods and forms of teacher work;

• teacher's activities to manage the process of learning the material;

• diagnostics of the educational process.

V. Guzeev [12] under "pedagogical technology" proposes to call a complex consisting of:

- idea of the planned learning outcome;

- tools for diagnosing the state of learning;

- a set of learning models;

- criteria for selecting the optimal model for these specific conditions.

He proposes to consider pedagogical technology, starting with the model of learning, which distinguishes two tiers: upper and lower. The upper tier is methods and forms and it belongs to didactics, and the lower is a pedagogical technique (means and techniques) and is considered by him as a pedagogical art. The scientist advises to refer to the experience of foreign, namely American teachers, and emphasizes that their creation of technology is based on generalized experience as opposed to "our" artificial experiments [12]. He compares (identifies) foreign pedagogical technology with our pedagogical technique, which we understand as a form of organizing teacher behavior in the educational process, which is a set of professional skills.

The concept of "pedagogical technology" can be represented by three aspects:

1) scientific: pedagogical technology - part of pedagogical science that studies and develops the goals, content and methods of teaching and designs pedagogical processes;

2) procedural-descriptive: description (algorithm) of the process, a set of goals, content of methods and means to achieve the planned learning outcomes;

3) procedural and effective: the implementation of technological (pedagogical) process, the functioning of all personal, instrumental and methodological pedagogical tools [15, p.15].

According to V. Guzeev, pedagogical technique is the use of tools and techniques in their interaction within this model of learning, and educational technology is a system that includes an idea of the planned learning outcomes, tools for diagnosing students, many learning models and selection criteria. optimal learning model for these specific conditions [12, p.111].

Various classifications of pedagogical technologies are presented in the pedagogical literature. G. Selevko proposes to classify technologies according to the following criteria:

- by level of use;

- on a philosophical basis;

- by the leading factor of psychological development;

- according to the scientific concept of assimilation;

- by focusing on personal structures;

- by the nature of the content and structure;

- by type of organization and management of cognitive activity;

- by the dominant method of teaching;

- by category of students;

- on the content of modernizations and modifications;

- by organizational factor [29, p. 25-31].

Technologies are copyrighted and borrowed. Author's technologies are developed and implemented by the developer himself, borrowed technologies are also developed by a certain author, but are implemented by teachers-practitioners. Examples of author's technologies are: known technologies of B. Bloom and J. Carroll, P. Halperin, V. Davydov, Z. Kalmykova, L. Zankov, N. Menchinskaya, A. Maslow, K. Rogers and others. The technological approach to the organization of education is revealed by Yu. Babansky, V. Bespalko, A. Verbytsky, T. Kudryavtsev, L. Friedman and other didactics [21, p.19].

Technologies are also divided into subject-oriented and personality-oriented. The subject-oriented technologies include:

- technologies of full mastering;

- technologies of level differentiation;

- technologies of concentrated learning;

Although there is no generally accepted classification of personality-oriented technologies, O. Pekhota refers to this category [25]:

1. Waldorf pedagogy - the direction of humanistic pedagogy, the purpose of which is self-knowledge and self-development of the individual;

2. Maria Montessori method. The leading idea is that each person goes through his own path of development;

3. group form of educational activity. It is based on ideas about the joint development and upbringing of the child;

4. developmental learning systems. The main purpose of such training is to ensure the development of the child;

5. work on the educational project (design technology) involves activities in the process of specific work of the student, based on his own choice, taking into account his interests;

6. technologies of collective creative education - the formation of personality in the process of working for the benefit of others; in the organization of a certain way of life of the team, where everything is based on the principles of morality and social creativity;

7. pedagogical technology "Creating a situation of success". This technology is based on the psychological aspects of the state of success;

8. suggestive technology - which is based on the phenomenon of mental self-regulation [24].

Other authors to personality-oriented technologies also include: technology of pedagogical workshops, technology of modular learning, business game, technology of contextual learning.

The methodological function of learning technology is expressed in the general strategic direction of the learning model and in the organization of management of educational activities [21, p.16].

I. Dychkivska [13] has a different approach to the division of learning technologies. She believes that all technologies can be divided into: industrial and social, and what they have in common is that the end result in both cases is a product with specified properties.

Many learning technologies remain weakly technological. They consist mainly of the technological basis, while the activity side remains insufficiently disclosed, or too tied to a specific educational process [21, p.19].

G. Selevko notes that the concept of "pedagogical technology" in educational practice is used at three hierarchical subcontracting levels:

1) general pedagogical (general didactic) level: general pedagogical (general didactic, general educational) technology characterizes the integral educational process in the corresponding region, educational institution at a certain level of education. Here, pedagogical technology is synonymous with the pedagogical system: it includes a set of goals, content, tools and methods of teaching, the algorithm of the subjects and objects of the process;

2) subject level: subject pedagogical technology is used in the sense of "separate methodology", ie as a set of methods and tools for implementing a certain content of teaching and education within one subject, class, teacher (teaching methods, methods of compensatory learning, methods of teacher work). , educator);

3) local (modular) level: local technology is the technology of individual parts of the educational process, solving certain didactic and educational problems (technology of certain activities, concept formation, education of certain personal qualities, lesson technology, learning new knowledge, repetition technology and material control, technology of independent work, etc.) [29, p.15-16].

At the level of learning technology, all components of the learning process are revealed. With an individual approach, several technologies can be developed on the basis of the same psychological theory of learning, taking into account the subject content, operational and motivational aspects of educational activities. Learning technology is often considered at the level of a specific methodology, thus narrowing its role to specific actions and methods of learning in practice. In this case, learning technology plays the role of a tool in the pedagogical process.

After analyzing different approaches to the interpretation of the concept of "pedagogical technology" in the works of different researchers, we can identify fundamentally important provisions that unite them:

- training planning based on the precise definition of the result;

- "programming" of the entire learning process in the form of a strict sequence of actions of the teacher and the selection of formative interactions (rewards and punishments) that determine the necessary training;

- comparison of learning outcomes with a predetermined standard, step-by-step testing of acquired knowledge.

The use of technology as a tool in the learning process is the key to obtaining a positive end result. Some scientists, focusing on the theoretical analysis of various aspects of technology, are moving away from practice. As a result, the efficiency of such development is low. Therefore, considerable attention should be paid not only to the process of designing a new "pedagogical technology", but also to the process of its implementation.

V. Bespalko [6] offers nine stages of development of pedagogical technologies: the first stage - the analysis of the future activity of the student;

the second stage is to determine the content of education at each stage of the educational process. The result of this work is a curriculum;

the third stage - checking the degree of workload of students and calculating the time required for learning in this construction of the educational process;

the fourth stage - the choice of organizational forms of education and upbringing, which are the most favorable for the implementation of the planned didactic process;

fifth stage - preparation of materials (texts of situations);

the sixth stage - the development of a system of training exercises based on ideas about the algorithm of functioning and their inclusion in the semantic context of textbooks. The result is a system of exercises;

seventh stage - development of materials (tests) for objective quality control students mastering of knowledge and action for the purpose of training. The result is a test collection, which includes tests at all levels of knowledge acquisition;

the eighth stage - the development of the structure and content of training sessions, which are aimed at the effective solution of educational and upbringing tasks. The result - training plans with the content and methods of homework of students;

the ninth stage is the approbation of the project in practice and verification of the completion of the educational process. Correction of the project [6, p.179-180].

When introducing innovative pedagogical technology, its advantages and disadvantages should be taken into account. The main disadvantages include the following:

1. the time from the appearance to the introduction of innovation is too long;

2. often significant efforts are made to implement an innovation that does not have the necessary innovative potential, in which case it is difficult to avoid mistakes in assessing its usefulness;

3. implementation may not meet the formula "quality - price of implementation";

4. significant excess of costs for the implementation of innovations, compared with the projected indicators.

The emergence of these shortcomings is the result of such factors as irrational waste of time and money, inconsistency of staff, insufficient development of technology, disregard for psychological, social, cultural, economic aspects. That is why scientists, educators-innovators, starting their complex work, at the design stage should conduct purely "economic calculations", which to some extent resemble a "business plan"

with the only difference from the latter in the planned results. Comparing the cost of time, money and different resources must correspond to a certain productivity, otherwise this development is not effective. The starting point from which each activity begins is the goal. I. Dychkivska insists on the importance of a clear formulation of the goal. She notes that the specificity, transparency, clarity of the outlined parameters makes it possible to analyze the feasibility of the existence of an innovative idea. There may be external and internal barriers to innovation. They are social, organizational, methodological, logistical and psychological. Organizational-psychological, socio-psychological, cognitive-psychological barriers are most often manifested in the pedagogical environment [13, p.256].

For the effective implementation of innovative pedagogical technologies, teachers need to have a perfect command of their chosen technologies, which is the key to the effective use of these technologies. Learning technology takes place between science and the educational process. It is an independent branch of knowledge in didactic vocational training linked to didactic teaching theory and practice, has the functions of design and construction management process learning activity [21, c.24].

After analyzing the different approaches of scientists to the interpretation, structuring, development and implementation of pedagogical technologies, in our work we determine the appropriate consideration of the following technologies: 1) technology of contextual learning ("case study"), 2) information and communication technologies, 3) technologies development of positive motivation, which in our opinion contribute to the formation of the subjective position of students in the process of professional communicative training.

Contextual learning technology ("case study"). E. Margvilashvili notes that the method of "case study" was first used at the Harvard Business School in 1924 [22, p.82]. In domestic pedagogy, the technology of "case study" was called "contextual learning" or "sign-context learning" and was first studied by A. Verbytsky. Sign-context learning is in line with the activity theory of learning social experience [8, p.48]. The researcher notes that to become theoretically and practically competent, the student must make a double transition: from sign (information) to thought, and from thought to action, deed. The transition from information to its application is mediated by thought, which makes this information meaningful knowledge [8, p. 55].

The technology of sign-context learning can be represented by the unity of three basic forms of student activity and some form of transition from one basic form to another. The basic ones are: academic-type educational activity, quasi-professional (business games and other game forms), professional-educational (industrial practice, diploma design). All other forms used in higher education are transitional from one basic form to another: laboratory-practical classes, simulation modeling, analysis of specific production situations, role-playing, special courses and special seminars, etc. [8, p.62].

L. Cohen, L. Meinion and K. Morrison in their book "Research Methods in Education" note that the "case study" is a unique example of real people in real situations and allows us to understand the meaning more clearly than in the case of a simple representation of abstract theory and principles. The Case Study demonstrates cause and effect in a real context, emphasizing that it is crucial for both cause and effect. The context is unique and dynamic, because it explores a set of sequential interactions: human relationships, events and other factors taken in a particular case [1, p. 181].

O. Larionova notes that the peculiarity of contextual learning is the consistent modeling in the language of science of the subject and social content of professional activity using a system of different forms, methods and means of learning. The theory of contextual learning is based on three main sources:

- understanding of the semantic influence of subject and social contexts of students' future professional activity on the process and result of his educational activity;

- activity theory of learning;

- theoretical generalization of various experiences of using forms and methods of active learning [20, p.119].

D. Honan argues that in many cases, students can learn as much from each other as they do from the teacher during the case study. Therefore, it is important for the teacher to support every attempt to gain knowledge through discussion of situations by students [3, p.3].

K. Herrid emphasizes that the method of analysis of specific situations (case method) includes learning actions: development of skills of analysis, decision making, oral communication and group work; internalization of learning [30, p.112].

Information and communication technologies also occupy an important place among modern innovative technologies. Their use is constantly introduced into the educational process. The concept of information and communication technologies is complex and multifaceted. It consists of a combination of two self-sufficient terms: "information technology", "telecommunication technology". Under "information technology"

O. Pekhota understands a set of methods and technical means of collecting, organizing, storing, processing, transmitting and presenting information using computers and computer communications [25, p.169].

According to I. Dolgopol, "information technology" develops the ideas of programmed learning, opens completely new, not yet explored technological options for learning, which are associated with the unique capabilities of modern computers and telecommunications [14, p.146].

Researching information technology, G. Kodzhaspirova divides them into the following groups: 1) universal information technologies (text editors, graphics packages, database management systems, spreadsheet processors, modeling systems, expert systems, etc.); 2) computer means of telecommunications; 3) computer training and control programs, computer textbooks; 4) multimedia software products [18, p.10].

In our study, the concept of information and communication technology, we mean a set of methods of working with information using computers and global computer networks in the learning process.

L. Burkova, analyzing domestic and foreign research on the problem of pedagogical technologies, notes that despite the rich arsenal of various learning technologies (contextual learning, dialogue learning, new information technologies, programmed learning, problem-based learning, etc.), none of them can to ensure the achievement of the goal [15, p.27]. The effectiveness of technology embedded in the educational process depends not only on the perfection of its development, but also on the motivation of students. Motivation determines a person's desire to acquire new knowledge, skills and abilities, self-improvement and as a result of self-affirmation. N. Kurmyshova notes that understanding the interests of the future specialist allows to some extent to make assumptions about the results of his future professional activity, the opportunity to investigate the state of their development in future professionals.

The work of both domestic and foreign scientists is devoted to the study of motivation. The whole motivational sphere of personality can be divided into internal and external motives. We are, of course, interested in internal motives, which are a more effective motivation. It is intrinsic motivation that contributes to the formation of a subjective position in the process of professional speech. The formation of the motivational component of professional communicative competence of students of economic specialties is impossible without the motives of educational activities, as this type of motivation is the key to the formation of competencies both during training and to improve the level of competence in professional activities. The authors V. Galuziak and M. Smetanskyi determine that the motivation of learning - a set of inherent motives of the student, which motivate his cognitive activity, largely determine its success. O. Yatsyshyn offers the following pedagogical concepts of formation of motives of educational activity:

1) the theory of "flow" (M. Chiksentmihali);

2) the concept of problem-based learning (V. Okon, O. Matyushkin, M. Mahmutov, Y. Babansky, I. Lerner);

3) the concept of formation of operational and operational structure of educational activity (A. Markova, V. Davydov, D. Elkonin);

4) the concept of joint solution of educational tasks (V. Lyaudis);

5) the concept of collective learning (learning in "dynamic pairs") (V. Dyachenko, O. Rivin, A. Granitskaya, M. Skatkin);

6) the concept of sign-contextual learning (A. Verbytsky) [8, p. 70-71].

L. Mikheeva, exploring the basic conceptual approaches and pedagogical conditions for the formation of motivation to study pedagogical disciplines, considers the following conceptual approaches:

1) the theory of problem-based learning (A. Matyushkin);

2) pedocentric concept (J. Dewey);

3) the concept of joint educational activities (V. Lyaudis);

4) the theory of cooperation (Sh. Amonashvili, P. Frene);

5) the concept of personality-oriented learning (O. Savchenko, I. Yakimanska);

6) contextual approach to learning (A. Verbytsky);

7) the theory of self-determination and intrinsic motivation (E. Desi, R. Ryan) [4].

Results

In our study, we consider the concept of joint solution of educational problems, which aims to form the following motives: cognitive, creative achievements, cooperation and communication, the concept of contextual learning, which promotes the formation of professional and cognitive motives, and the theory of self-determination and intrinsic motivation, which promotes the formation of positive intrinsic motivation.

It is also worth noting that the motives that motivate a specialist to communicate can not only be different, but also change over time. Therefore, it is necessary to diagnose the motivational sphere of specialists with a certain frequency.

Based on the above, we believe that the use of innovative pedagogical technologies for the formation of communicative professional competence of students of economic specialties will contribute to the solution of the following tasks: - integration of modern pedagogical technologies into the educational process; - increasing the level of communicative professional competence of students of economic specialties.

Comparing the views of different authors, we can conclude that the introduction of innovative pedagogical technologies is certainly an integral part of the educational process on the way to entering the European Higher Education and Science Area. This problem is considered from different angles. Some authors pay more attention to the formulation and definition of the concept of innovative technology, others - through the introduction of these technologies and the conditions of their effectiveness. On the other hand, the concept of innovation already implies the emergence of more and more new educational technologies. Therefore, there is a constant need for detailed generalization of existing material, and this problem requires constant attention.

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