

**EXISTING EXPERIENCE OF APPLICATION OF MODERN LATEST
TECHNOLOGIES OF EDUCATION IN HIGHER EDUCATION AND
INTERNATIONAL DEVELOPMENT PROSPECTS**

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The experience of applying the latest teaching methods existed before the modern demands of the spread of the pandemic in the world. However, it gained mass during the general transition to distance learning. New requirements have been set when 100% of the initial process does not take place in classrooms and it is not possible to fully cover the process of information perception and control over its assimilation. The development of internationalization is shifting the processes of transformation in the world that are closely related to all areas of human activity and relationships. This trend of the country's economy and the market of educational services has not escaped. Expanding borders and the ability to perform certain tasks at any distance from the employer, the desire to reduce production costs by relocating production to other countries, new markets and many other parameters change the requirements for the qualification of specialists. Special requirements apply to specialists who will work in foreign markets, and therefore changes are needed in university institutions to bring education in line with the requirements of the labor market. However, to resolve all disputes, modern experts on the methodology of the educational process have formulated three components of this process: the fundamental nature of education - knowledge transfer, practical skills - professional skills, and most importantly the formation and development of style - based on personality development.

Thus, specialists receiving education based on this principle of the unity of the three foundations are not only professionally trained and educated, but will also be realized as individuals with creative thinking. Changing template solutions to find the optimal, when changing external factors in a constant dynamic environment. The transition to new standards taking place in society also affects education and the tasks set for higher education institutions. Thus, technical revolutions and high mobility establish new laws for the functioning of business society. All this affects the requirements for educational institutions, while the requirement of systematic content of the main branches of knowledge remains unchanged, and the optimal practical part of the extrapolation and modeling of knowledge in real life situations. However, Ukrainian higher education institutions face the issue of implementing these principles, and the argument of Polish universities can significantly accelerate the implementation of distance education in the country. For all the above reasons, the introduction of new methods and means of knowledge representation is of particular importance. The possibility of visualizing lecture materials with the help of appropriate computer means is so widely used. In this case, the effect of the presentation of information as follows increases many times over, because the assimilation of the presented knowledge occurs not only through auditory perception and keeping notes, but also through the formation of visual images. In addition, many aspects remain for students to study independently. Thus, the main task is not only independent study of the material, but also the impetus to maintain the desire for personal development of skills to search and systematize information on the subject, ie the desire and ability to draw their own conclusions. The familiar technique, used even in some schools, allows the formation of their own neural connections in the human brain, which makes the process of perception and assimilation of information more effective than repeated repetition or veiled reference to already learned material. It also encourages students to draw their own independent conclusions, form their own

opinions on each issue, discuss, prove their views, defend or criticize the presentation of the issue, the list is endless because the latest methods help in already effective means of presenting and assimilating information.

An important aspect is to convey to students the importance of visualization in the presentation of information. The very example is the material they perceive when it is possible to use graphic images to present volumes of information that, even when presented in the form of tables and numbers, lose to visual images. Thus, modern requirements for graduates of "higher" to meet the standards of the modern business world are based on the ability to effectively present their own opinions and projects. This was often due to the shortcomings of educational institutions, which, when teaching, did not provide an opportunity to learn to use modern opportunities in proving information, which in turn some consider a lack of fundamentals of higher education. The biggest impetus for the development of distance learning was the use of the Moodle and ZOOM platforms. However, there are questions about working with foreign students who need more time to perceive the information provided, its change through the language barrier. Another important aspect in addition to the adaptation processes of foreign students is the preparation of domestic students to work not only in the country but also abroad. The conclusions are as follows that new times provide new requirements that encourage development. At the same time, there are problems that need to be solved. On the first issue of technical equipment of teachers, when it is necessary to simultaneously broadcast the material and provide explanations, while Polish colleagues successfully use tablets to display information on the screen for students and laptops. Secondly, the quality of communication and connection stability. This question has arisen throughout distance learning due to network congestion. The solution was to change the broadcast time in agreement with the students, which made it possible to reduce the convenience of working with a stable connection. Also a system of incentives for teachers

who actively implement new methods in teaching, teaching foreign languages and introduce innovations in the teaching process.

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**РОБОТА ВИКЛАДАЧА ПІД ЧАС ПІДГОТОВКИ
ГАЗОДИМОЗАХИСНИКІВ ЗА ДОПОМОГОЮ ТРЕНАЖЕРА
«ЛАБІРИНТ»**

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Тренажер «Лабіринт» призначено для тренувань і відпрацювань вправ по орієнтуванню та пересуванню газодимозахисників в замкнутому задимленому просторі під дією теплового випромінювання.

Лабіринт складається з наступних етапів: вузький лаз; люки; драбин; рухлива горизонтальна труба; вертикальна труба.

Контроль за рухом ланки здійснюється за допомогою системи покрокового контролю та відеокамер виведених на пульт керування.

Підготовка до тренування. До тренувань в ізолюючих протигазах допускаються газодимозахисники після проходження первинної підготовки, які здали заліки та придатні за станом здоров'я. Тренування газодимозахисників повинні проводитися під контролем медичного працівника.

Тривалість кожного тренувального заняття повинне бути не менш двох годин. Час, відведений на заняття, рекомендується розподіляти в такий спосіб: постановка завдання, інструктаж – 5 хвилин; виконання