Participatory approach (O. Sukhomlynska, Ye. Nikitina) came from the theory of participatory management, which means management that is based on participation. The participatory approach in higher education provides deepening and expansion of interaction of subjects of education. According to Ye. Nikitina, the participatory approach in the educational process ensures that the opinion of each student is taken into account when solving a socially significant problem; purposeful, systematic attempts to identify and use the individual and collective wisdom of all participants; corporate decision-making; corporate identification of problems and appropriate actions [5]. The formation of social competence of foreign students is impossible without elements of a participatory approach: the activity of all participants, close interaction of the subjects of educational process, maximum involvement in this process, interested in it.

Environmental approach (Yu. Manuilov, M. Bratko, V. Zhelanova) is based on the importance of the conditions in which a person is, and which affect his personal and professional development. This approach focuses on helping the foreign student to feel in the context of his new environment, to perceive himself as an element of a certain society, thus realizing his purpose.

The application of the above mentioned approaches in the complex is a significant basis for the formation of social competence of foreign students in the educational process of modern higher educational establishment.

Conclusion and propositions. Analysis of approaches for the formation of social competence of foreign students allows us to see the complexity and diversity of this process. In our opinion, the combination of competence, systemic, cultural, axiological, participatory, environmental approaches allows to form effectively the social competence of foreign students in the course of vocational education, which improves the processes of adaptation, intercultural communication and affects positively the quality of professional knowledge and skills. This analysis is the basis for following development of principles for the formation and structure of social competence of foreign students.

References.
1. Ukrainian State Center for International Education. URL: https://studyinukraine.gov.ua/en/ (Date of application 12.11.2020)
2. Вітвицька С. С. Основи педагогіки вищої школи: [метод. посіб. для студентів магістратури]. К. : Центр навчальної літератури. 2003. 316 с.
3. Жукова О.А. Дидактична система формування соціальної компетентності студентів гуманітарних спеціальностей класичних університетів засобами ігрових технологій. Дисертація на здобуття наукового ступеня доктора педагогічних наук зі спеціальності 13.00.09 – теорія навчання. Тернопільський національний педагогічний університет імені Володимира Гнатюка, Тернопіль, 2019. 555 с.
4. Московчук О.С. Формування соціальної компетентності студентів закладу вищої освіти з позиції сучасних наукових підходів. Українська професійна освіта. 2018. №4. С. 120-126.
5. Нікітіна О.Ю. Партисипативний підхід як методичний регулятив у педагогічній концепції розвитку майбутнього вчителя. Вісник ЧГПУ. 2010. № 1.
6. Шахрай В.М. Теоретико-методичні засади формування соціальної компетентності учнів основної і старшої школи засобами театрального мистецтва. Дисертація на здобуття наукового ступеня доктора педагогічних наук. Київ. 2016. 534с.
7. Шпичко І.О. Формування соціальної компетентності фахівців сфери обслуговування у професійній підготовці. Дисертація на здобуття наукового ступеня кандидата педагогічних наук. Хмельницький національний університет. Хмельницький. 2016. 289 с.

УДК 378.016:004

Gibalova Nataliia,
Candidate of Sciences in Pedagogy,
Associate Professor of the department of primary education,
natural and mathematical disciplines
and methods of their teaching of
Poltava V.G. Korolenko National Pedagogical University
Protsai Lyudmyla
Candidate of Sciences in Pedagogy,
Associate Professor of the department of primary education,
natural and mathematical disciplines
and methods of their teaching of
Poltava V.G. Korolenko National Pedagogical University

"FLIPPED-CLASSROOM" MODEL PERFORMING FOR E-LEARNING SPECIALISTS' TRAINING

Abstract.
The article presents the experience and peculiarities of the "Flipped Classroom" model of blended learning as a didactic condition for the e-learning specialists' training at the pedagogical institution of higher education.

Keywords: e-learning specialist, blended learning, Flipped Classroom model, informatics discipline, pedagogical institution of higher education.

Timeliness. The pace of modern information and communication technologies development significantly affects learning technologies in general and the form of the educational process organization in particular, focused primarily on the implementation of the competency paradigm to improve the quality of teaching. The technology of blended learning is especially popular in the teaching of computer science disciplines in higher education institutions. This is due to the fact that the technology itself and the content of subjects involves some use and study of the principles of ICT.

One of the models of blended learning is "Flipped Classroom" ("Inverted Classroom"), which is characterized by the study of many domestic and foreign scientists (N. R. Balyk, V. Yu. Bykov, R. S. Gurevich, M.I. Zhaldak , A. P. Zabarna, I. O. Zakharova, L. A. Kartashova, V. V. Lapinsky, E. S. Polat, N. V. Morse, V. M. Kukharenko, K. L. Bugaychuk, V. Purnima, S. R. Graham, D. Clark, S. Bong) [1,3,8]. However, in our opinion, the problem of performing the Flipped Classroom model remains relevant and requires detailed analysis, research and implementation in the educational process for e-learning specialists' training.

The **objectives** of the article is to reveal the features of performing and experience of implementing the model of blended learning "Flipped Classroom" in the teaching of computer science disciplines for future e-learning professionals.

Presenting main material. The analysis of scientific works showed that there is no universal model of "inverted class", and the basic principle underlying it is to "invert" the traditional approach to learning, i.e. students receive knowledge not from the teacher, but independently on the instructions of the teacher. The idea and technology of "Flipped Classroom" was implemented in 2000 by teachers Jonathan Bergman and Aaron Sams in the United States and was used in high school, initially to help students who missed classes. Former financial analyst Salman Khan used it in public access on the Internet, creating the Khan Academy website, which is visited by millions of users every day to gain access to a better collection of micro-lectures.

There are many approaches to defining blended learning, most of which are descriptive. Here are some of them: it is a combination of traditional formal teaching aids - working in classrooms, studying theoretical material - with informal ones, for example, with discussions via e-mail and Internet conferences [3]; it is an approach that integrates traditional learning and computer-mediated learning in a pedagogical environment [1].

V. M. Kukharenko interprets blended learning as a purposeful process of acquiring knowledge, skills and abilities in terms of integration of classroom and extra-curricular educational activities of educational process members based on the use and complementarity of traditional, electronic, distance and mobile learning technologies with student self-control over time, place and pace of learning [5].

"Flipped Classroom" is the principle of teaching when the main assimilation of new material by schoolchildren (students) takes place at home, and class (classroom) work is allocated for tasks, exercises, laboratory and practical research, individual teacher's consultations [6] .

Since the academic year 2017 the Department of Primary Education, Natural and Mathematical Disciplines and Methods of Teaching PNPU named after V.G. Korolenko has developed and implemented a curriculum for future primary school teachers specializing in "E-learning". The program of specialists' training in e-learning is implemented at the bachelor's and master's levels in "Primary Education" through a case of elective computer science disciplines: Modern Internet learning technologies, Design of information educational e-environment, Information security in education, Tutoring in e-learning and others.

It is in the disciplines of the computer cycle that the teachers of the department introduce the model "Flipped Classroom" as such, in which the traditional lecture presentation turns into its discussion, clarification of the computer concepts essence , demonstration of ICT principles etc.

A necessary condition for the performing of inverted learning in the e-learning specialists' training is the organization of informational educational e-environment. At the Faculty of Psychology and Education, teachers use a free cloud service from Google i. e. the Classroom platform. It allows to create and organize tasks, conduct automatic assessment of students, comment and organize effective communication with students in real time and in distance learning [7].

The main form of theoretical material presentation for students in inverted learning is a video lecture created by a teacher using screencasts. Screencasts, in turn, are an effective tool in conducting laboratory and practical classes. In addition to video lectures, students are offered a list of recommended electronic resources in the form of hyperlinks to articles, e-textbooks and e-manuals, software products, documentary developmental and educational videos, etc. [8]. This approach allows students to view the study materials as many times as needed at any time, and the feedback on the course page of this discipline in the Google Classroom platform allows them to ask their own questions in the comments and get answers.

It is worth noting that the performing of the inverted class model implements elements of the cooperation pedagogy, because the teacher acts as a tutor or consultant. Students master the study material, largely through self-study, which promotes the development of cognitive activity, independence and the acquisition of professional competencies as a specialist in the organization of e-learning.

Short educational video lectures allow students to study the topic at a pace convenient for them, focusing on those moments that cause certain difficulties and skipping those that are already familiar. This contributes to the fact that students come to the audience prepared, have the opportunity to participate in creative projects and more. [8]. The technology of "inverted learning" allows students to completely control the course of the lecture, to promote social interaction between students, and facilitates the process of information perception. In this process, the role of the

teacher and students changes, placing responsibility on students and encouraging experimentation.

Conclusions. The educational process arrangement based on the model of blended learning "Flipped Classroom" is optimal for the effective formation of program competencies in academic disciplines, it improves the quality of student training as well as development of independent creative activity, stimulates additional knowledge and their consolidation, which allows to train competitive e-professionals.

References
1. Graham C.R. Blended learning system: Defi nition, current trends and future direction / In: Bonk, C.J., Graham, C.R. (eds.) // Handbook of Blended Learning: Global Perspectives, Local Designs, Pfeiff er, San Francisco. – 2005. – P. 3-21.

2. Бугайчук К.Л. Змішане навчання: теоретичний аналіз та стратегія впровадження в освітній процес вищих навчальних закладів / К.Л.Бугайчук [Електронний ресурс]. – Режим доступу: http://journal.iitta.gov.ua/index.php/itlt/article/view/1434/1070.

3. Желнова Е.В. 8 этапов смешанного обучения (обзор статьи «Missed Steps» Дарлин Пейнтер // Training & Development) [Електронний ресурс]. / Е.В.Желнова. – Режим доступа: http://www.obs.ru/interest/publ/?thread=57

4. Зінонос Н.О. Використання Flipped Classroomy навчання іноземної мови студентів на підготовчих відділеннях у ВНЗ України / Н.О. Зінонос [Електронний ресурс]. – Режим доступу: http://molodyvcheny.in.ua/files/journal/2015/2/180.pdf

5. Кухаренко В.М. Змішане навчання. Вебінар / В. М. Кухаренко [Електронний ресурс]. – Режим доступу: http://www.wiziq.com/online-class/2190095-intel-blended

6. Перевернутий клас / [Електронний ресурс]. – Режим доступу: http://uk.wikipedia.org/wiki/Перевернутий_клас

7. Платформа для дистанційного навчання Google Classroom [Електронний ресурс]. – Режим доступу: https://classroom.google.com

8. Сікора Я.Б. Реалізація змішаного навчання у вищому навчальному закладі / Я. Сікора // Науковий вісник Ужгородського національного університету. Серія : Педагогіка. Соціальна робота. - 2016. - Вип. 2. - С.236-239.

Сударикова С В.,
Насырова Э.Ф.
ФГБОУ ВО «Сургутский государственный университет»

МОДЕРНИЗАЦИЯ РОЛЕВЫХ ПОЗИЦИЙ ПРЕПОДАВАТЕЛЯ И СТУДЕНТОВ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

Sudarikova S. V.,
Nasyrova E.F.
Of the "Surgut state University»

MODERNIZATION OF THE ROLE POSITIONS OF TEACHERS AND STUDENTS IN THE EDUCATIONAL PROCESS

Аннотация.
В статье описаны преобразования, происходящие в системе высшего образования, и предъявляемые к преподавателю в современном образовательном процессе требования, которые связаны с трансформацией роли преподавателя в современных условиях. Преподаватель в условиях цифрового образования должен не только уметь обучить студентов и оценить знания и компетенции, но и научиться работать со способом рассуждения студентов, организовать научную деятельность, обновлять содержание и формы преподаваемых дисциплин с учетом меняющихся требований ФГОС, применять дистанционные и инновационные технологии обучения, учитывать требования работодателей. В статье также приведен анализ системных преобразований в современных условиях применения инновационных и дистанционных технологий в учебном процессе высшей школы.

Abstract.
The article describes the transformations taking place in the system of higher education, and the requirements imposed on the teacher in the modern educational process, which are associated with the transformation of the role of the teacher in modern conditions. Lecturer in digital education must not only be able to teach students and to assess knowledge and competence, but also learn how to work with the way of reasoning of students, organize academic activities to update content and forms of disciplines to meet changing requirements of GEF, to apply innovative and remote learning technologies, to take into account the requirements of employers. The article also provides an analysis of system transformations in modern conditions of application of innovative and remote technologies in the educational process of higher education.