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Ia. K. Iagniuk, V. I. Ponomaryov

Integration of innovative and traditional education technologies in teaching foreign students the course "Communication Psychology"

This article outlines efficient innovative and traditional education technologies on the example of teaching foreign students the course "Communication Psychology" With particular attention paid to the importance of academic and innovative methods integration in the teaching environment for shaping personalities in compliance with the high European standards: self-sufficient, experienced, creative, able to produce new knowledge, characterized with psychological culture, having a steady life position.

Key words: communication psychology, foreign students, innovative and traditional education technologies, interactive teaching methods.

Reformation in the system of higher education in Ukraine outlines use of modern innovative methods and approaches to the academic process. Recently, the practice of non-traditional teaching methods in education has proven to be efficient [2; 3; 4; 5 et al.]. In general, the term "innovation" as a new principle of pedagogical thinking in higher education is viewed in correlation with innovative teaching methods [5]. The principle of innovation is based on openness to thoughts, attitudes, worldviews of others, active cooperation of teachers and students, communication on equal positions and personal development of all members of the educational process.

The importance of dialogic communication in teaching educational environment is emphasized by A. Lukashenko [3]. The author describes some interactive teaching methods, the optimal use of which ensures constant active interaction between the teacher and students, as well as the change in their position: the teacher acts not only as a carrier of knowledge, but positions himself or herself as an organizer of the students' learning process.

The special features of "innovative psychological and pedagogical technologies" include: availability of feedback, dialogue of thought, reflection, forced activation of thinking and behavior, enhanced emotionality [1]. It is relevant, in our opinion, to provide a brief classification of the teaching methods used by the faculty in the table below [1, 526].

Combination and integration of both traditional and innovative teaching technologies "allow the individual to improve their competitiveness to improve his verbal and visual image; develop assertiveness, charismatic potential; learn to conduct constructive negotiations; fast establishment of business contacts; understand the benefits of different communication strategies to build a team; to master the techniques of 'heuristic optimism' (aimed at success) and technologies of management of his reputation; feel more at ease and gain self-confidence; overcome inferiority complexes; formation of intrinsic motivation for self-improvement and self-development" [1, 527-528].

Table

Classification of teaching methods

Explanatory and illustrative methods	*Problem methods*	*Active methods*	*Interactive methods*
➤ Verbal methods ➤ Explanation ➤ Elucidation ➤ Conversation ➤ Story ➤ Instruction ➤ Comment ➤ Interpretation ➤ Oral presentation ➤ Work with a book ➤ Lecture ➤ Visual methods ➤ Observation ➤ Show ➤ Demonstration ➤ Illustrating ➤ Video method ➤ Presentation of material and its discussion ➤ Practical methods ➤ Game method ➤ Exercises (reproductive, constructive, creative, game) ➤ Experiments	➤ The method of presentation of the problem ➤ A problem situation, a problem ➤ Heuristic conversation ➤ Partial search method ➤ Research	➤ "Brainstorming" ➤ Method of video analysis ➤ Method of incident ➤ Method of analysis of business correspondence ("information maze", "basketmethod") ➤ Method of management tasks ➤ Method of situational analysis ➤ Method of role modeling ➤ Method of Collective ➤ Thinking activity ➤ Method of projects	➤ Methods for creating positive motivation ➤ Methods for organizing interactive cognitive activity ➤ Reflexive and assessment methods ➤ Methods for developmen t a personal educational learning environment

Having determined the importance and relevance of implementing advanced interactive teaching technologies in higher school, we should emphasize our own personal experience in teaching the course "Communication Psychology".

Teaching medical students presupposes studying a series of psychology disciplines (Communication Psychology, Fundamentals of Psychology and Pedagogics, Social Psychology, Medical Psychology). According to the curriculum, the elective course "Communication Psychology" is taught to the first-year students of the School of Medicine in the first semester. The syllabus provides for only practical lessons in the given discipline (number of lessons – 9). Practical classes enable students to master practical ways and approaches to applying their theoretical knowledge and to obtain the necessary skills (competences) for solving professional tasks. Certainly, the ruling (organizing) role belongs to the lecturer/instructor.

So, which modern and traditional methods of specialists training do we use in teaching English-speaking first-year medical students the course "Communication Psychology"?

1. *Adapting foreign students to the University's academic process.* Taking into account the fact that the practical course is taught in the first semester, the issue of students' adaptation during the whole term of their training is becoming topical. The difficulties in foreign students' adaptation include the following: acquiring new social and cultural norms, adapting to the unusual climatic, time and academic conditions, overcoming the language barrier, going through different negative psychological states (loneliness, anxiety, depression, apathy, social isolation, etc.), studying problems, dissatisfaction with the relationships in a group and many others. In order to facilitate foreign students' adaptation, we provide them with brief information about the University and its certain subdivisions (Central Scientific Library, School of Medicine, Department of Psychiatry, Narcology, Neurology and Medical Psychology), the subjects taught by the faculty of our Department, the student circle operating at the Department, the main peculiarities of the University's academic process, studying methods and forms. It helps students to better orientate themselves in the academic process in Kharkiv University, contributes to more successful adaptation of the first-year students to the higher school demands. It is necessary to remember that successful adaptation of foreign students is a presupposition of their successful training and a key to their normal psychic health.

2. *Maintaining emotional connection with the group.* In order to maintain the emotional connection with the student groups (making contacts), grouping and creating a positive atmosphere within the group, we usually conduct business games for getting acquainted during the first lesson (e.g. "Sheep Head", "Mutual Presentations", etc.). They present group getting acquainted

where the rules of future work during the semester are accepted but not imposed by all the participants of the studying process (e.g. not to be late to classes, to wear clean white gowns, to do homework, to be active, to accept oneself and others as they are, to communicate according to the principle "here and now", not to judge categorically, etc.). This allows to produce a positive impression on the students, to get them interested, to activate learning and their desire to find out more, to create positive psychological environment and to enable them to get to know one another better, memorize the names of their fellow students and the instructor.

3. *Receiving feedback from the audience.* During the classes, it is important to always receive feedback from the student audience. This is achieved through eye contact, which allows not only to establish relations with students, but also to get feedback as to whether the audience has understood this or that material, whether the topic is interesting, etc.
Language techniques also play a significant role in obtaining feedback. Combining different (logical-analytical and emotionally shaped) language tools is very effective and makes the performance more dynamic, interesting, bright, not "dry". Our teaching experience has shown the relevance of using the following psychological oratorical techniques:

– Demonstrating the practical significance of the information taught (with examples from life, from personal experience or the experience of others);

– Creating a problematic situation (mastering by students not "ready knowledge" but their own answers ("Why?") if new information is necessary; implementation of the principle of training "start from the very end");

– Transitioning from monologue to dialogue or discussion (it allows to engage many participants in the discussion of the issues, stimulating their interest);

– Efficiency of work for the option of space "cluster" (small groups) when students are divided into subgroups, one representative from each subgroup expresses the views of all the members of the group on the specified problem (activation of all those present at the lesson, exchange of ideas, skills communication and interaction);

– "Brainstorming" (enables the students to solve problems that have several possible solutions);

– Business, simulation and role-playing games (formation of cognitive activity of students);

– Applying the approach "small voice", which is slowing down while lowering the voice (calls attention to the important points in the instructor's speech);

– Implementing open questions, which require explanation, a free, expanded response (asked to clarify the level of students' understanding of the material studied, and the expression of opinions, positions);

–   Implementing short "divagations" (enabling students to relax);

–   Introducing relevant and topical humor (usually used to "win" the audience).

We would like to dwell on our experience in using games (business, role-playing and simulation) as a learning activity, which proved positive for game methods of training enable students to acquire practical skills and tactics of behavior in interaction with "patients". Thus, simulation games help recreate doctor-patient interaction, promote practical application of the acquired skills and professional knowledge. Conducting role-playing games (such as "Doctor-Patient", "Patient at the Doctor's", etc.) is useful for future doctors as it involves interacting in roles (roles of doctor and patient) by playing a specific situation. Business games (such as "Thread-Needle", "Try to Recognize!", "Contacts", "Compliment", "Listening', "Reflexive Listening", "Interpretation", etc.) help develop communication skills and are important for future doctors' empathic abilities (for example, "Understand more", "And Feelings are Sublimated Into Other Feelings", "Sincerity", etc.).

4. *Taking into account the peculiarities of the subject taught.* Thus, the distinctive feature of Psychology classes at the School of Medicine is participation of two student groups, which include more than 30 people. This significantly complicates the process of acquisition by students of the practical skills required by a large number of participants.

Another important point in preparation for classes in the course "Communication Psychology" is the absence of lectures. This requires presentation of theoretical material (mini-lectures) during the practical classes, which significantly reduces the overall time.

Another major disadvantage is the different levels of understanding (and speaking) of English, which is the language competence. Student groups are often multinational, and they bring together representatives from different countries (Africa, India, Asia, etc.), who usually have different levels of English command. This issue puts forward specific requirements to the faculty – namely, their language should be simple, easy to understand for all students, clear and certainly competent. One should also remember and take into account the national differences.

Finally, it should be noted that the age range of the first-year students (15 to 29) is quite broad. This situation also requires the instructor's knowledge of the peculiarities of individual development at different ages.

5. *The importance of knowledge of the psychological characteristics of college-age students and groups.* The instructor's perfect knowledge of the socio-psychological characteristics and psychological neoplasms of the student age, psychology of student groups and the psychological state which these groups at, and taking them into account in teaching is the primary objective of faculty member.

6. *Observing the structure of practical classes.* Let us briefly point out the main points of classes in the discipline "Communication Psychology". The practical classes we conduct usually have the following structure:

1) *the instructor's short opening speech* (outlining the subject relations with other disciplines, introducing the topic of the lesson, its connection with the previous themes, defining the goal and expected results, announcing the results of the task or test in the previous topics);

2) *preliminary monitoring of students' knowledge.* This includes conducting tests, checking homework;

3) *problem formulation and its discussion* with the instructor and students;

4) *performance of tasks by the students*, depending on the purpose of the particular class;

5) *discussion of the results of the tasks performed*, checking them (if possible), exchanging ideas;

6) *the instructor's final word.* The instructor outlines the strengths and weaknesses of the students in the class, describes their activity, provides the material that needs further studying or revision, and formulates the problem for the next practical lesson. Lessons should be finished with reflection and self-reflection.

7. *Using visualization tools (technology in education).* Presentation of the educational material in a visual form facilitates its assimilation and is a complement to the basic material being taught. For this purpose we have prepared a presentation with pictures and video images. The videos selected corresponded to the particular topic and were accompanied by textual information.

The presentation was usually followed by discussion of this material featured in it; if necessary, group discussions were organized. Students were able to find answers to all the questions that arose within the topic of the lesson. This practice proved very useful because some themes (e.g., non-verbal behavior, temperament and character in a doctor's practice, doctor–patient interrelations, etc.) require visual support.

Students were offered, on request, to prepare a presentation on one of the themes homework. This way of working has proven its effectiveness and helped to increase students' involvement during the practical classes. We have also noticed that the number of students who were willing to creatively approach their homework was eventually increasing.

8. *Conducting psycho-diagnostic work.* During the classes, students were able to participate in psycho-diagnostic work, namely: fill out actual psychological tests (psycho techniques) in English: "Your level of communication skills", "Personality temperament test", "Eysenk personality minitest", "Your empathy level", "Eric Berne's transactional analysis",

"Rotter's locus of control scale". This work has allowed the first-year students to get feedback from their instructor, learn about new aspects of self and psychological characteristics of their student groups in general. During the lesson, routine testing and monitoring were held too, which enabled students to test their knowledge of the previous topics.

9. *Providing educational and methodological support of lessons in the discipline.* The psychologists and scientists of the Department of Psychiatry, Narcology, Neurology and Medical Psychology have supplemented the course "Communication Psychology" with guidelines and a coursebook of the same name that the students use in the academic process.

Our experience in using the above described innovative and traditional educational technologies has shown to be effective. These technologies require the faculty member using them to be extraordinarily creative and to implement his or her pedagogical skills and professional competence. Their optimal use can significantly intensify the activity in the student group, develops practice-oriented knowledge and skills and, most importantly, changes the position of instructors and students in the process: makes the instructor an organizer of the teaching and learning of the students, a participant in the dialogue rather than a provider of "ready" knowledge, a dictator. This contributes to the student's personality development, which meets the European standards, namely: being self-sufficient, experienced, creative, able to produce new knowledge, endowed with psychological culture and having a steady life position, etc.

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