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passions and desires, E. Fromm rightly pointed out that the strongest passions and human needs are rooted not in his body, but in the specifics of child's existence. [9] Thus the role of education as an important social process is emphasized.

In a similar vein the problem is solved by A. Adler, M. Klein, K. Horny, B. Bettelheim, marking the role of unconscious childhood experiences that define the rest of a man's life, and the role of education as a whole. These concepts, without doubt, have an element of management. Indeed, in the process of becoming a person it is difficult to overestimate the role of childhood experiences. But significant omission of these theories is in most cases an unambiguous interpretation of child's experience as negative. Moreover, this experiment only reduces the interaction of a child with his mother (or parents), while the luggage of human life is formed including many other factors.

One of the few who, to some extent, overcome the one-sidedness of this approach is B. Bettelheim. He points to the positive factors of personality formation, among which an important role played by fairy tales. According to the scientist, «... they develop imagination, improve emotional world of young listeners, addressing both their consciousness and unconsciousness. In addition, in the games a child identifies himself to fairy-tale characters, solving in this way their psychological problems. Consequently, fairy tales help to establish the psychological and psychosocial even balance of the individual «[10]. This underlines not only the psychotherapeutic effects of fairy tales, but their participation in the process of socialization.

Indeed, the positive factors related to man since the first days of his life, play an invaluable role in his formation. It seems that this happens not only in the communion of the public domain of consciousness, but also the public unconscious. In this case, perception himself, the absorption of the beautiful, the true is often carried out without a fixed attention, unconsciously. In this respect, unacceptably detract from the importance of forms and phenomena by comparing them with the content and essence of some object. They bring us background information about it. Based on them, our mind and intuition are able to grasp the essence of the known object. Ultimately, the public entity is largely dependent on what kind of conditions was forming them.

Thus, the dynamics of human development direction is justified from infancy. That is why it is so important from an early age to form not only full self-consciousness, but also a healthy unconscious, associated with moral and ethical concepts of conscience, shame, guilt, duty, responsibility. It is important to link the individual behavior not only by psychoanalytic mechanisms of childhood, but also with its reflection at different ages. Only socially adequate reflection can provide moral norms of behavior of the individual. It is not just the fact of consciousness, but also they are moral mechanisms in complex interplay of conscious and unconscious. The formation of this mechanism is a reflection of multifactorial influence of social environment on a man, without which it is impossible to understand the behavior of the individual. From the fact how an individual is formed will depend the way in which it will become a social subject, as manifestation in its essence of social life. This is even more important that

the public entity (not just individual personality, but also social group) just is not considered without individuals, as a general does not exist in isolation from the unit.

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INNOVATIVE METHODS OF TEACHING OF SOCIOLOGICAL DISCIPLINES

The attention to different kinds of innovation is conditioned, above all, by the need to achieve sustained interest of students to the subject, to bring education to the practical needs of students. Active learning methods (ALM) are primarily used. It is a business, role-playing games, training, etc. Information technology, distance education are also used. In the practice of teaching there were tests, colloquiums. Among the innovations there are also discussions, dialogue, «round tables», solving crossword puzzles. In short, today there is a manifold use of new methods and technologies for learning.

Let's refer to one of the definitions of innovative educational technologies. It means methods of formation, distribution, implementation, use and commercialization of inventions, new types of services. There are three types of technologies: radical (restructuring of the learning process or a large part); combined (compound a number of known elements or technologies in new technology or method of study); modifying (improving of teaching method or technology without substantial changes). The development of such technologies is realized according to the following directions:

– Reproductive study («individually prescribed» learning, personalized, and «team-personal» training);

– Research training (learning process is built as a search for cognitive and applied, practical information);

– Development of models of educational discussions;

– The organization of training based on game models (including of simulation and role modeling in the educational process).

The greatest relevance ,as suppose these authors, is attached to innovations in the sphere of higher education, which aim at the reorientation of the objectives of formation of a professional identity (the development, above all, of ability to science, technology and innovation), as well as at update of the content of the educational process (the exception of descriptiveness in training, focusing on the formation of logical and creative thinking, focusing on practical training through the formation of knowledge and skills in their chosen profession, the priority focus on self-education).

The interpretation below shows that innovative activity is understood as water downed, almost without distinction between innovative and non-traditional methods and techniques of teaching. Therefore, there is a problem of a clear differentiation. In this regard, we turn to technology of innovative training that was developed by V. S. Dudchenko. The basic logic of innovative teaching, according to his opinion, is «from the action to the knowledge». And knowledge are not introduced from outside at that, but are cultivated in human consciousness on the base of received information. At the same time the reserve possibilities of consciousness, mind and thinking are activated and used. Educational activity is constructed from complex to simple and that is important to emphasize, it is based on the belief that all people are talented from childhood. Innovative training is equivalent to the form of research. The basis of its effectiveness is the organization of problem's solution within a team, because positive changes occur within a social group, and thanks to its efforts. An effective means of implementing of this strategy of Education may be, in my opinion, the so-called conflict-method developed by L. N. Tsoy. The whole point is that reflective organization of educational process involves identifying of the difficulties which are encountered during the course. Provocative methods, such as violation of some ethical norms of behavior, are used to identify these difficulties. The reactions to these violations are discussed. This can be illustrated by the study of such topics as social norms. From the literature on the sociology it knows that social norms are the result of everyday human behavior, they are born in a clash of constantly evolving social circumstances. Violation of established norms leads to deviations in behavior – different kinds of deviant behavior, conflicts between social groups, people. In traditional teaching the focus is receiving of information on this topic from different sources: lectures, textbooks, work of sociologists- theorists. But as the knowledge obtained in this way are not experience, not «grown» they can be correlated with their own experiences a little bit. Business games, analysis of cases, tests, etc. solve the problem a little, because are intended for optimization of the assimilation of learning process, including the new

one. But in this case we are talking about a past experience or an artificially created situation. And the conflict-method allows in a situation of «here and now» «reveal» the real problem, demonstrating «live» process of violations of social norms and the consequences to which it leads. So self-determination is carried out for each student. The more active student shows himself, the higher is the efficiency of learning. In the innovative teaching the content of teaching is determined on the basis of available material, accumulated in the joint activity of the teacher and students using the elements of the training, so this method can be called innovative training. How is the material accumulated and applied?

During the clash of norms, values, perceptions the contents of the subject is revealed. This can be «white spots», the gaps in knowledge related not only to the fact that the student does not understand, but that does not know how act in a given situation (especially in situations of high uncertainty). Only when experience of behavior is achieved, the student acquires new knowledge as a result of this experience's understanding. Thus, the game situations that reflect the realities of life, are the focus of study, and the whole point of cultivating of new knowledge is that it is possible only on the basis of new experience of interaction. Innovative training technology aimed at overcoming of the prevailing stereotypes, not only about the nature of learning, but also about the social processes, the place and role of each person in society. The new appears as a result of collision with the old, well-known, and often takes place in the form of conflict. Therefore the use of conflict-method is not only effective learning tool, but also a way of formation of conflict competence, which is one of the most important qualities of a specialist, a professional in any field of activity. Under the conflict competence in this case it refers to a person's ability to perform real-conflict activities aimed at minimizing of the destructive forms of conflict.

Let's consider innovative learning technologies. An important place in it is diagnosis. This one includes familiarity with the audience at the opening session. Each student represents himself, tells us briefly about himrself. The expectations of students concerning the course of Sociology or other discipline are revealed. At the same lesson the teacher agrees with the students about the norms of interaction throughout the course, including on the conditions of taking tests (examination), forms of control. However, this does not mean that in the process of training standards will be adhered to strictly. But when they are violated, it becomes a matter of figuring out why they are violated. An important place in the introductory session is took by collaboration to identify those sections of the course, forms of employment. Of course, in learning there is a correction of those sections, but the primary diagnosis shows the level of knowledge (the initial information submitted on the course), and the presence / absence of interest to this discipline. As each group of students is particular because of the difference of knowledge, training, interests, etc., course's program is just the foundation, but the number of hours devoted to the study of each subject may vary, and subjects are also changed: some of them can be ruled out, some, on the contrary, can be included in the curriculum due to the request of the students, or when a teacher sees

a need for their study. In this connection it should be noted that the characteristic feature of innovative technology is its experiment. Therefore, its use is associated with a certain degree of risk, the presence of an unpredictable result.

The training seminar, the aim of which is to acquire new experience of behavior in conflict situations, occupies a special place in innovative technology. The objectives of the training include the development of stress-resistant qualities in the conflict, the acquisition of skills of constructive behavior in conflict situations, the formation of reflective thinking, liberation from stereotypes that hinder effective communication. Thus, training is an important methodological techniques to build relationships between teacher and students in a constructive mode. This can be demonstrated by the following examples.

During the topic of course «Deviation and social control» a discussion of students about what sociologists call «anomie» took place. Some students, as it turned out, did not see anything wrong in the dissemination of phenomena such as the use of drug, use of obscene words, etc. among youth. Another part of students estimated it as a manifestation of deviant behavior. Tolerant attitude of the students to a violation of the rules and regulations applied to well- known late coming, absence without valid reasons. To illustrate the consequences of such «innocent» phenomena, I specifically analyzed the results of final tests in written form. The analysis showed that students who are inclined to being late and absence showed worse results in the performance of tasks (that, of course, affect their final grade).

Collective discussion of the analysis allowed the students receive evidence that the negative consequences of deviations appear sooner or later and that the violation of certain norms and rules of behavior creates conflicts.

In general, the students expressed satisfaction with the active forms of employment, especially in the form of innovative training. This form of training allows:

– to understand, to learn course material better;
– to look into themselves, to examine relationships with others;
– to solve personal problems.

One of the modern innovative educational technologies is the sociological tournament, which is represented by a form of employment, which gives to educational process competitive nature, promotes the development of intellectual skills of community activities and public appearances, and the personal responsibility of each participant. It can be conducted with two levels: within the group and between students' groups.

Intra-group tournaments can be held several times per semester. Its subjects matter correspond with the basic sections of the course or the most important issues, such as the history of sociology; sociology of culture, identity, education, etc. Preparing for the tournament begins with the announcement of the teacher that the next seminar will be held in the form of the tournament. The proposed theme, for example, is industrial sociology.

During preparation for the tournament students must study the materials of lectures on this topic, become familiar with the basic and additional literature.

At the beginning of class the teacher divides the group into two or three teams, it depends on the number of the group. If it does not exceed 15 people, it is enough to have two teams numbering 5-7 people. Team members should be approximately equal according academic performance. For the tournament and appointment of the winners, it is desirable to have two assistants from among eminent students. It should be noted that their opinions about the game help the teacher to understand the students' interpretation and to appreciate the players better.

During selection of tasks it is necessary to take into consideration its number and quality. The quality must be complex enough to generate intellectual effort, and varied, in order to identify students' different abilities: the ability to work with texts, discuss, analyze life situations, make conclusions, etc. Its number should enable all students to show their activity, knowledge and skills. The teacher should ensure that the leading roles are alternately distributed among all the team members.

Sociological tournament between the teams should be attributed to the competition of a higher rank. In contrast with intra-group tournament there is an introduced homework.

Rival groups offer topics and prepare essays, which appear in the tournament in time. The jury evaluates not only the quality of essays, its content and form, but also behavior of opponents, relevance and originality of the theme of homework. Tournament is concluded with its summing up, the appointment of winners and their rewarding.

Experience of sociological tournaments mentioned below does not exhaust all the possibilities of this form of training.

One of the components to optimize the structure of the educational process is the introduction of new educational and supervisory forms, the emphasis of importance of an independent study of students and supervisory work. Without an increase of self-learning part, without the acquisition of skills of self-education in educational, scientific, and industrial activity within current socio-economic conditions it is not possible to become a competitive professional.

Thus, interactive playing technologies in teaching can be attributed to innovative methods. Activities with these techniques are liked by the students, are seemed not only fun and exciting, but also useful and help to master the material better, stimulate students to think, reflect, analyze, discuss, apply knowledge in practice.