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# *ІННОВАЦІЙНІ МЕТОДИ НАВЧАННЯ В СУЧАСНИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ: ПЕРЕВАГИ І НЕДОЛІКИ*

**Золочевська М.В.**

***Комунальний заклад «Харківська гуманітарно-педагогічна академія» Харківської обласної ради,***

***Дружиніна Вікторія,***

***Кременчуцький національний університет імені Михайла Остроградського***

У статті визначено структури інноваційного взаємодії вищих навчальних закладів та підприємств: договірні відносини; альянси; консорціуми; інкубаторні програми; студентська практика; ендаументи провідних університетів. Обґрунтовано, що для залучення уваги студентів до матеріалу необхідно застосування інноваційних методів (метод проектів, методи «змішаного навчання», «жива бібліотека», візуалізація), що дають позитивні результати як у навчанні студентів (адаптація до реальної професійної життя, самоорганізація, самоменеджмент, критичне мислення, адаптація до командної роботи), так і в роботі викладача (викладач-тренер, основними компетенціями якого є нововведення, мотіваторство, пунктуальність, гнучкість, системність, до еатівность, викладацьку майстерність, ерудиція, раціональність і т.д.)

**Ключові слова:** інновації, навчання, інноваційні методи, вищий навчальний заклад

# ИННОВАЦИОННЫЕ МЕТОДЫ ОБУЧЕНИЯ В СОВРЕМЕННЫХ УЧРЕЖДЕНИЯХ ВЫСШЕГО ОБРАЗОВАНИЯ: ПРЕИМУЩЕСТВА И НЕДОСТАТКИ

***Золочевская М.В.,***

***Коммунальное учреждение «Харьковская гуманитарно-педагогическая академия» Харьковского областного совета***

***Дружинина В.,***

***Кременчугский национальный университет имени Михаила Остроградского***

В статье определены структуры инновационного взаимодействия высших учебных заведений и предприятий: договорные отношения; альянсы; консорциумы; инкубаторные программы; студенческая практика; эндаументы ведущих университетов. Обосновано, что для привлечения внимания студентов к материалу необходимо применение инновационных методов (метод проектов, методы «смешанного обучения», «живая библиотека», визуализация), дающие положительные результаты как в обучении студентов (адаптация к реальной профессиональной жизни, самоорганизация, самоменеджмент, критическое мышление, адаптация к командной работе), так и в работе преподавателя (преподаватель-тренер, основными компетенциями которого являются новшества, мотиваторство, пунктуальность, гибкость, системность, креативность, преподавательское мастерство, эрудиция, рациональность и т.д.).

**Ключевые слова:** инновации, обучение, инновационные методы, высшее учебное заведение

# INNOVATIVE TEACHING METHODS IN MODERN INSTITUTIONS OF HIGHER EDUCATION: ADVANTAGES AND DISADVANTAGES

***Zolochevska Maryna,***

***Municipal Establishment «Kharkiv Humanitarian-Pedagogical Academy»***

***of Kharkiv Regional Council***

***Druzhynina Viktoriia,***

***Kremenchuk Mykhailo Ostrohradskyi National University***

**Abstract.** Today, in the era of economic and social reforms, the field of education faces new technological challenges associated with new requirements for the training of specialized personnel, changes in the nature of labor, which can be accomplished through the use of innovative approaches in educational institutions, in particular higher ones, and as a result teaching activity.

The issue of innovative process development is discussed by many scientists, for example J. Shumpeter, E. Ahmetvaleeva, L. Shavinina, V. Kremen V. I. Zyazyun, S. Barannikov, V. Zazvyaginskii, N. Klarin, M. Kodjaspirova, V. Lyaudis, A. Moiseev, I. Podlasyi, S. Polyakov, A. Prigogine, I. Rybakova, V. Slastenin, S. Sysoeva, P.Schedrovitsky, A. Khutorskii and others.

The aim of this study is to describe several innovative methods that could be used in the teaching process, particularly for the students of the economic and pedagogical specialties. In order to reach this, we need to analyze the modern development directions of our economic and pedagogical education and find the best ways to implement new methods.

It was substantiated that in order to attract students' attention to the material, it is necessary to use innovative methods (project method, “live library”, visualization), which give positive results both in teaching students (adaptation to real professional life, self-organization, self-management, critical thinking, adaptation to teamwork). ), and in the work of the teacher (teacher-coach, whose main competences are innovations, motivation, punctuality, flexibility, systematic, creativity, teaching skills, knowledge, rationality, etc.) To

prepare future teachers it's significantly important to implement different models of e-education including blended learning.

The current study was unable to analyze all aspects of the implementation innovative technologies in teaching activities. Nevertheless, this work contributes to existing knowledges and demonstrates advantages and disadvantages of the modern teaching methods in the different cases. The study found positive results: first, the student is more adaptable in real life. Secondly, the quality of education is increased due to the elements of self-management: self-organization, self-control, time management, self-education. Thirdly, the student begins to think critically about the proposed situation. Fourth, the adaptation of students to teamwork. Thus, the effectiveness of innovative methods of teaching is obvious and evokes interest among the audience. However, it worth mentioning that nothing can substitute real communication and real environment, but ICT can help us to do our teaching-learning work more productive.

**Keywords:** innovation, training, innovative methods, higher education institution

**Introduction.** Nowadays,in the era of economic and social reforms, new technological tasks are facing the education sphere, related to the new requirements for the training of specialized personnel, changes in the nature of labor. The main functions of education are integrational, educational, social and cultural transformation, etc. Implement these functions in full and in the current conditions in reality by applying innovative approaches in the activities of educational institutions, in particular higher education institutions, and as a consequence in teaching activities. Therefore, first, innovative forms of activity of higher education institutions will be considered, and then innovations of our own teaching work.

**The literature reviews**. The issue of innovative process development is discussed by many scientists, for example V. Kremen V. I. Zyazyun, S. Barannikov, V. Zazvyaginskii, N. Klarin, M. Kodjaspirova, V. Lyaudis, A. Moiseev, I. Podlasyi, S. Polyakov, A. Prigogine, I. Rybakova, V. Slastenin, S. Sysoeva, P.Schedrovitsky, A. Khutorskii and others [1-5]. A. Erokhin K. and N. Glushenko have analyzed the definition of innovations in the context of high education and found the connection between the innovations in the education and the

entrepreneurship. Their studies are based on the scientific researches of Austrian economist J. Shumpeter, who suggest of defining ‘innovation’ as “the commercial or industrial application of something new – a new product, process, or method of production; a new market or source of supply; a new form of commercial, business, or financial organization” [6, p. 19]. E. Ahmetvaleeva and G. Mullagayanova in their studies focused our attention on the importance and the necessity of innovations in the educational process and emphases the significant role of teachers in modern society [7]. L. Shavinina provides in-depth analyses of the fundamentals of innovation education and shows how educational interventions impact to developing and transforming pupils' talent into adult innovation [8]. So, the implementation innovations in teaching and learning process (such as: new pedagogical methods based on modern technologies) leads to totally transformation of our reality and considered by a lot of researches to be very important nowadays.

**Stating the purpose of research.** The aim of this study is to describe several innovative methods that could be used in the teaching process, particularly for the students of the economic and pedagogical specialties. In order to reach this, we need to analyze the modern development directions of our economic and pedagogical education and find the best ways to implement new methods.

**Basic material.** Today, there are quite a lot of structures for legal consolidation of cooperation between higher educational institutions and enterprises: a contractual relationship, an alliance which mission is to expand, deepen and make a more constructive dialogue on key of labor market issues for development, including innovative mechanisms for the dissemination and use of modern information technologies in socio-economic environment; a consortium which main task is working together on the quality of the educational process, which is carried out in close cooperation between educational institutions, enterprises and organizations of various forms of ownership, profile and size, as well as research for the development of production and science. Within the consortium it is possible for their participants: an association for carrying out research works in order to reduce the considerable expenses and risks; allocation of costs for the project implementation

between the participants; association by participants of scarce labor and material resources for implementation of the project; Joint ventures involve contributions from partners in the form of capital, technology or other assets.

As the main structure, it is proposed to create educational and industrial groups. This is a set of educational institutions and enterprises that have united on a system of participation their tangible and intangible assets on the basis of the agreement on the creation of an educational and industrial group for the purpose of integration for the implementation of investment and other projects and programs aimed at improving the quality of training for all levels of education respectively to the modern requirements of technological and economic development of enterprises.

The structure of the educational-industrial group can be different depending on the tasks set during its creation. The minimum membership of the group is one higher educational institution and one industrial enterprise. But if it comes to the creation of a sectoral vocational education complex, several industrial enterprises in one industry and a higher education institution can join the educational-professional group, which coordinates the continuous educational process of continuous and multi-level training for the industry from the initial vocational training to the ending postgraduate education (school – college – college – higher education institution – retraining and advanced training courses – postgraduate study – doctorate).

Exclusive training will require the improvement of both the educational and methodological and material base of a higher educational institution. Funding for such projects will, of course, be carried out by an interested person – an industrial enterprise (or a group of enterprises), which is included in the educational-professional group. Thus, higher education institutions that are members of the educational-industrial group receive not only additional extrabudgetary funds, but also the modern material and technical base.

In addition, incubator programs are becoming more rapid. Many higher education institutions and enterprises build their survival strategy based on incubator programs and are incubators firms. They provide the most effective help to companies by transferring their

area to the companies for rent. But the most important thing is that students who work in the Business Incubator and are directly involved in both the learning process and the production process receive a positive experience in becoming professional.

The most traditional way of interaction is student practice. Accordingly, the problem of organizing the system of interaction between universities with the main bases of practice, that is, with companies where students could carry out work on their profile, needs to be solved. Such a scheme of partnership is mutually beneficial, since the firm, which allows students to work in their places, has the opportunity to see unskilled professionals in the work, because companies avoid taking inexperienced graduates immediately into the state.

For today, one of the ways of solving the problem of employment of graduates of higher educational institutions is internship. The most advanced form of interaction - the formation of endowments (target capital) of leading universities - is still only taking the form of the bill and discussed by the university community. This is one of the innovative forms of collaboration that is used by leading universities, mainly in countries where the state does not fund a higher education system (USA, UK). An introduction is introduced into Ukrainian practice: business transfers funds from a university, which, in turn, invests them in shares or securities and spends the interest earned on its own needs. Thus, the capital of businessmen is working for the future, creating a permanent rejuvenation of the university.

From teachers of higher educational institutions in general, including from teachers of economic and informational disciplines in particular, modern students require new methods of teaching. Undoubtedly, traditional methods of teaching should be present. Such methods include lecturing, conducting practical, seminar and laboratory classes, independent work of students. However, in my practice I try to entice non-traditional methods. The essence of these methods is to maximize the attention of students to the material that they give out in class, to involve students in the discussion, and if the academic discipline is based on the processing of statistical information, then these methods should differentiate the abilities of students in the collection, processing and analysis the current situation and on the basis of the analysis to offer a number of effective measures of the problem situation. This way of

conducting classes represents the teacher already as a teacher-trainer, whose core competencies are innovations, motivation, punctuality, flexibility, systemic, creative, teaching mastership, erudition, rationality, etc. The main feature of conducting classes is the optimal correlation between theory and practice. The student's brain considered to perceives and remembers the information for 15-20 minutes, respectively, the remaining time must be devoted to practice. Therefore, the lecture session is proposed to be conducted in the form of a lecture-conversation with elements of discussion, exchange of opinions, brainstorming.

To prepare future teachers («Teaching methods of Informatics» and so on) it's significantly important to implement different models of e-education including blended learning. Wikipedia defines the blended learning as «an education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.» For some years the platform Moodle has been used for creating the courses we teach students of Municipal Establishment «Kharkiv Humanitarian-Pedagogical Academy» of Kharkiv Regional Council according to their curriculum. Every topic of this courses is placed on the Internet-site of department's courses (mzwork.gnomio.com) and accessible constantly for our students with the codeword.

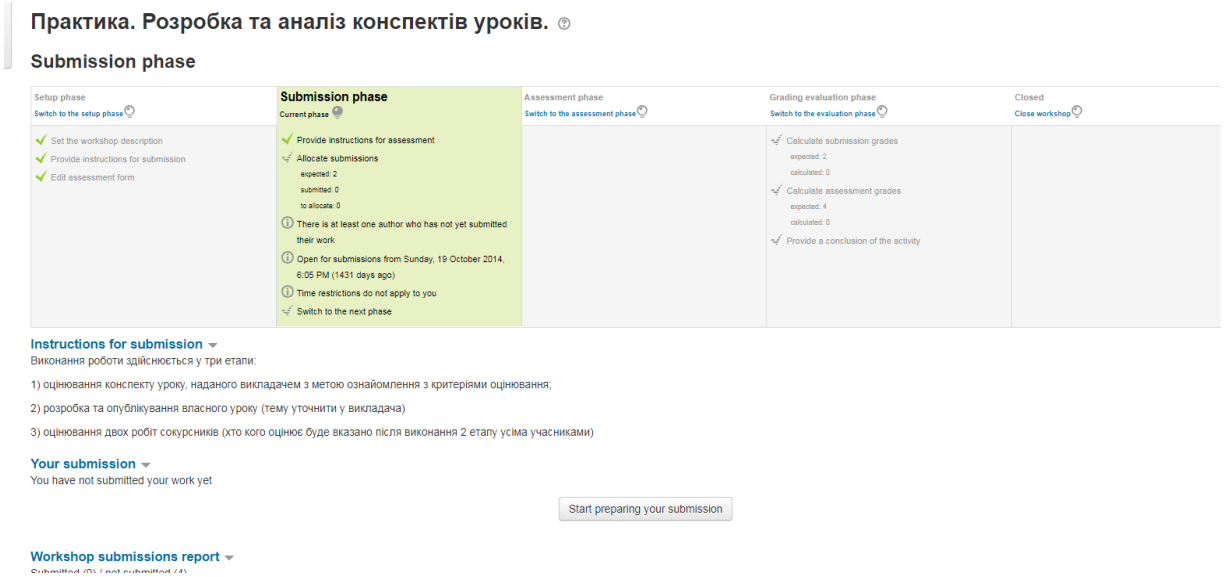
It's necessary here to clarify what means «topic» in the context of platform Moodle and what the «topic» includes. There are lecture materials prepared by a teacher, useful files and links for enhancing and improving student's knowledge and different active elements, which are more important.

Firstly, about theory and practical tasks for students. Usually students can get a lecture from a teacher in a classroom, but sometimes we propose to do "upturned class" and ask them to read the theoretical material before their lesson when this topic will be learned. In this case, students have more chances to discuss the topic and do some practical tasks together. After that they have the home task to finish their works and upload them on course for teacher's assessment. That is very comfortable for students and teachers because of time and place. Students can do their homework whenever they want, and the teacher can see

them immediately and check. On our opinion this part of the work with platform MOODLE is easily understandable and do not have many changes in comparison to traditional learning. Maybe everyone has more conveniences.

Secondly, about involving into course design. In this case students are really involved in creating content of their course because they add tests, crosswords, links and so on. To do this possible we suggest opening them a possibility to edit the course. It could be made with creating new account "Assistant", which was given a special role. Fortunately, Moodle allows this action. After this, the students become the active participants of course design. Besides, they can use any active elements created by their peers for their own training.

Finally, about assessment and peer assessment. We do agree with point that real communication (face-to-face) is significantly important for students and teachers. And it must be as much as possible. Nevertheless, such communication takes so much time, and, in fact, a teacher often communicates with a group of students and very rarely individually. There is a problem that defined as lack of individual support. The students' success depends on many factors, among them the feedback is one of vital. Helpful feedback lets a student know the place where he/she is in his educational trajectory and where he/she should move to. The modern technology can solve the problem not completely but partly. We suggest using active Moodle element «workshop», which let us gather students works, create rubric and criteria for assessment and make them public, motivate students to check works of other students and give them feedback according to these rubrics. We don't waste time to manage this process, because the system does this automatically and we should only turn on next stage of workshop in time (pic. 1) The great idea is to involve students in creating of criteria and teach them to use them in order to be constructive, tolerant and professionally useful. As a result, every student can be provided with some feedback (from peers and teacher) and use them for own development.




Picture 1 – The submission phase of the workshop on the platform Moodle

In the process of teaching economic disciplines the most appropriate and to assimilate more voluminous material, and if the group is large enough (15-20 people), then it is effectively divided into several subgroups, for example 5 people in a subgroup, and to continue the examination of the material, for example, on the causes of unemployment and labor migration of the population when the discipline "Management personnel at tourist enterprises", the functions and importance of tourism for the economy of the state in studying the discipline "The Economy of Recreation and Tourism". The main advantage of this method is that students can share their own experience gained during internships or from an existing work experience, they have the opportunity to integrate accumulated knowledge from other disciplines into this discipline. In addition, students show their creativity, initiative, communication skills, forming a team spirit and independent thinking.

Another innovative method of teaching is the method of projects that we apply in the presentation of the discipline "Restaurant Management", "Organization of Excursion Activities". If we talk about the first discipline, then depending on the base of the study, students prepare a project on the organization of services in the institutions of the restaurant economy according to a preliminarily agreed plan and, based on their research results, prepare a presentation and test the results of their research before their classmates. This method teaches students to speak before the audience, thus developing oratory art and the

ability to integrate knowledge and teachings from various fields of science, technology and technology, creative industries, for example, for serving a table in a restaurant.

Application of the project method in the study of the discipline "Organization of Excursion Activities" makes it possible to develop new sightseeing routes, primarily in the native city of students, clearly regulating the time and distance of this route, as well as excursions to certain cities of Ukraine (for example Poltava, Lviv, Kiev, Kharkov). Approbation of newly developed excursions is carried out for students of junior courses, but since last year such excursions were presented by students owning a foreign language for a foreign delegation that participated in the International Conference held at our university.

In addition, when presenting the educational discipline "Restaurant Management" to visualize the proposed material, it makes sense to use one more innovative method – artistic and documentary thematic films, which allows students to better remember the material, develop critical thinking through the prism of their own opinions and affirmations and possibilities to argue his own point of view. I would also like to note that in the process of teaching the discipline "Fundamentals of Scientific Research", which is read to first-year students from this academic year, decided to introduce another innovative method – the "living library", the peculiarity of introducing this method is that books are living people (in my case these are senior students, usually fourth-year students and master students), and the reading process is replaced by a conversation. In the process of "reading", students who are engaged in scientific research, approbate the results of their research at conferences and in specialized journals, take prizes in competitions for student scientific works, share their experience and sincerely answer the questions asked.

We do completely sure that the result of any lesson must be feedback. Depending on the number of students in the group, feedback can take place in completely different ways. If the group is large, then it is possible to divide it into three subgroups. One of the variants of the division are students with interests in the field of tourism. For example, three volunteers are selected, and then each of the volunteers chooses their team according to the questions posed: "Who will you take on the campaign?", "Who would you trust to carry a backpack?",

"Who would you share a secret with?". Each of these groups should creatively formulate answers to the questions posed: "What was discussed in the lesson?", "What information can be used in real life?", "What obstacles arise in the perception of information and how to overcome them?"

**Conclusion and suggestions for future work.** Summarizing the above, it can be noted that the implementation innovative technologies in teaching activities has positive results: first, the student is more adaptable in real life; Secondly, the quality of education is increased due to the elements of self-management: self-organization, self-control, time management, self-education; Thirdly, the student begins to think critically about the proposed situation; Fourth, the adaptation of students to teamwork. Thus, the effectiveness of innovative methods of teaching economic disciplines is obvious and evokes interest among the audience. However, it worth mentioning that nothing can substitute real communication and real environment, but ICT can help us to do our teaching-learning work more productive.

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## *СТРУКТУРА ДОСЛІДНИЦЬКОЇ КОМПЕТЕНТНОСТІ ВЧИТЕЛЯ*

**Карпова Лариса Георгіївна**

***Харківський національний університет ім. В.Н. Каразіна***

У статті наведено структуру та розкрито зміст кожного з компонентів дослідницької компетентності вчителя в умовах реалізації дослідницької парадигми розвитку освіти. Виявлено, що до структури дослідницької компетентності вчителя входять мотиваційно-ціннісний, когнітивний, діяльнісний, особистісний та рефлексивний компоненти. За результатами аналізу джерел наукової інформації та власного досвіду визначено зміст кожного з них.

**Ключові слова:** вчитель; дослідницька компетентність; мотиваційно-ціннісний, когнітивний, діяльнісний, особистісний, рефлексивний компоненти.

## СТРУКТУРА ИССЛЕДОВАТЕЛЬСКОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЯ

***Карпова Лариса Георгиевна***

***Харьковский национальный университет им. В.Н. Каразина***

В статье приведена структура и раскрыто содержание каждого из компонентов исследовательской компетентности учителя в условиях реализации исследовательской парадигмы развития образования. Выявлено, что в структуру исследовательской